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ABSTRACT

A discussion of lesson planning for classroom instruction, a teacher draws on personal experience in teacher education and other life experiences. Examples that accompany the discussion apply to second language teaching. The first chapter offers background information on his early training in planning in the fields of both education and construction, and examines the factors influencing his thinking during that period. The second chapter focuses on a period of graduate training in reflective teaching. Chapters three and four chronicle the creation of a new framework for lesson planning based on the notion of semantic mapping. The resulting approach is to create a physical format for recording the teacher's thinking on lesson elements, including objectives, instructional materials, targeted skills, content, focus, evaluation, and classroom environment. Chapter five describes experimentation with the semantic map lesson planning technique by 20 teachers at a teacher education conference. The concluding chapter discusses the usefulness of the approach for effective, reflective teaching, and for teacher research and professional development. A brief bibliography is also included. (MSE)

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SEMANTIC MAP PLANNING:
A FRAMEWORK FOR EFFECTIVE, REFLECTIVE TEACHING, TEACHER DEVELOPMENT, AND TEACHER RESEARCH

SUBMITTED IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING
DEGREE AT THE SCHOOL FOR INTERNATIONAL TRAINING
BRATTLEBORO, VERMONT

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CHARLES R. WILLIAMS

AUGUST 1994

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This project by Charles Williams is accepted in its present form.

Date September 14, 1994

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Project Reader ACSW CCM

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ABSTRACT

The goal of this paper is to help teachers gain awareness and knowledge about their own beliefs and theories, understand how these affect their thinking, their planning, their actions, and reactions in the classroom, and know that this awareness can ultimately improve their effectiveness as teachers. I based this paper on my experiences, reflections, thinking and experimenting with planning.

The first chapter provides background for the diachronic examination of my original teacher training and work in construction. During this time, certain factors heavily influenced my ideas about planning for classroom interactions and for planning in general.

Chapter two, also a diachronic study of my teacher education in the realm of lesson planning, explores the impact of the Master of Arts in Teaching program's philosophy that to teach effectively, one must understand learning and that through understanding learning, one might better understand one's self.

In chapters three and four, I begin to assemble a concrete method to plan lessons that includes within it global considerations of the classroom interaction with the lesson plan and the underlying teacher thinking as the focus for teacher awareness.

The topic of chapter five is a synchronic study of the teacher thinking discovered and recorded at my Sandanona Conference workshop where twenty teachers experimented with the lesson planning framework that I had designed. Their reaction to it was very favorable.

Finally, in chapter six, I explain my thoughts and conclusions about the usefulness of such a lesson planning framework for effective, reflective teaching, teacher research, and teacher development.

TEACHER EDUCATION
TEACHER EFFECTIVENESS
TEACHER IMPROVEMENT
LEARNING EXPERIENCE
LESSON PLANS

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CHAPTER 1

INTRODUCTION

1.1 Questions Underlying This Paper

This is a paper of exploration, of discovery...a journey through experiences in teaching and learning, planning and building. It's an examination and illumination of my teacher thinking and actions in a state of growth and transformation over a time spanning approximately twenty years. It is also a description of other teachers' thinking and planning during the Sandanona Conference at the School for International Training. It is a problem-posing document, i.e., a questioning, probing document, as well as one that offers a plan to increase self-awareness. Although I can pose questions and propose ways to become more aware, I can't assume that these personal questions and solutions will make sense to the reader. Learning is inherently personal. I hope that my questions will imbue the reader with energy and rough directions for a personal journey into a growing awareness about the topic areas of teacher thinking, teaching and learning, planning and building, and about taking personal action in this regard.

If the answer is yes, how can they use lesson planning to achieve this? Can carefully and thoughtfully constructed lesson plans be a vehicle for more effective teaching and learning? Can lesson planning help teachers be more reflective in their teaching? How would a lesson plan look if it claimed to help teachers to be more reflective and to learn from their day to day experiences? Furthermore, how would teachers be able to use lesson planning for action research? What is action research? How will teachers have time to add to their already busy schedule more tasks concerning research, reflection, planning?

That the purpose of teaching is to enhance learning is not usually disputed. However, what is the essence of the learning experience? Is it in the quest, the search for answers, or in the answers themselves? Is not the essence of the learning experience in the process of the quest, and not so much in the results or answers? Analogously, is the essence of life in the living of it or is it the moment of death? Death is the end of life as we know it, but perhaps not the essence of life. Likewise, the answer to a question may be the end of a particular quest but not the quest itself. The answer to a question, like death, is the beginning of a new action that brings with it more questions, compelling one to pursue the process of discovery anew.

Considering the above, is it possible to measure learning by the answer? And, if learning is a quest, an ongoing process, when is anything completely learned? That learning is never complete and that "answers" are springboards to more questions leads me to view that learning is a never-ending process, with answers and solutions as subsets of learning.

That different aspects of the learning process can be assessed, evaluated, or counted merely raises more questions and doesn't necessarily supply crucial answers about learning. The society in which we are living requires that we obtain many answers, but much of the time, these answers are for the benefit of others: institutions, the society, or whomever, but not intrinsically for ourselves. The answers that are required of us are usually a measurable product, and since we live in a product-driven society, these answers are deemed quite important. Learning, for the individual, however, is framed in personal questions, many of which can't be easily measured, assessed, or evaluated by anyone except that individual learner.

Asking questions about teaching, learning, and planning, and using a lesson planning framework can lead to self-awareness through deeper understanding of the richly complex role of teaching and learning. By understanding what, how, and why I plan, I can better understand my students, my peers, and the existing social structures, the planet, and myself. The framework, then, is a heuristic tool for self-discovery.

1.2 Some Thoughts about Planning

Being a visual learner and an avid reader, I have always been fascinated by plans, maps and visual representations of concrete reality. How is it that we turn one concrete reality, i.e., our natural environment, into another concrete reality that is, in essence, an abstraction of our vision of thoughts and actions or future thoughts and actions? How can I better understand this process and through greater understanding and awareness, become a better planner, and, in becoming a better planner, a more effective teacher? It is considering these questions that I have chosen to delve into a limited discussion of plans and visual representations of various lessons from my previous experiences. Since we bring all that we have been to what we are becoming, and since some of the most important information in any learning situation is that which we bring to it, I am including learning experiences that have transferred from another profession, construction. Since life's experiences can be discerned as a seamless robe of learning, all learning, then, is relevant to all other learning. After all, can any part of one's life be construed as irrelevant? What would be the criteria for irrelevancy? Awareness of the multiplicity of life's connectedness, regardless of the seeming incongruity, is the essence of wisdom, and the foundation of awareness and knowledge.

Plans for teaching a lesson and for building a bridge, for example, have similarities. Each is a visualization, a mental image, of what will be in the future. An architect draws a bridge on paper that represents the actual finished bridge. Similarly, the teacher plans the lesson, visualizes the activities, the questions and responses, and the outcomes. To these plans we bring the sum of our theories, beliefs and our experiences.

In any activity there are constraints that manifest themselves: bad weather, bad luck, earthquakes, emotional upsets, shoddy materials, lack of leadership, lack of time, and conversely, there are opportunities: good luck, perfect weather, strong affect, inspired and effective teaching.

As one continues in an activity, one realizes that experience helps one to overcome the effects of constraints and to take advantage of the opportunities in life's activities. A builder will be able to anticipate problems in the sequencing of subcontractors; and an effective teacher will be aware of impending problems during transitions from one activity to another and be able to work through them.

These professionals, even though they have the experience to accomplish their tasks, rely on plans that help them gain control over the complex interplay of events. Plans and experience, coupled with energy, purpose, and intuition, help in effectively confronting the largely unpredictable constraints that inevitably arise in all activities.

So, in no small way, the nature and usefulness of plans are established as a useful thinking tool. Plans are usually considered indispensable for success in most situations, although they certainly don't guarantee it. The unpredictable constraints are ever-present, making life, at best, an interesting and exciting adventure, and, at worst, an unpredictable nightmare. Furthermore, over-planning -- neglecting concrete reality in favor of purely mental constructs -- can lead one to disaster as well.

1.3 Initial Teacher Planning

I attended a campus of California State University system in the mid-seventies, studying for a secondary-level credential for teaching English in public schools. During this time the orientation for planning seemed characterized by the notion of accountability.[1] Teacher accountability was measured, in part, by understanding and planning to produce observable behaviors in learners. These behaviors, being observable, are then, measurable. One must consider this rhetorical question here: Are there changes that are not behavioral and not measurable? Below are some excerpts from an article that was assigned to be read, acquired and learned for an education class. The ideas posited by this article were stressed as being of paramount importance for successful teaching.[2]

---

[1] This isn't to say that accountability is no longer a concern of teachers, learners and their societies. I do believe, however, that there has been a paradigmatic shift by many teachers, administrators, and those working in teacher research to a position of understanding the teaching and learning relationship as being more reciprocal and not just one way, i.e., from the teacher to the learner.

> Now the educational establishment -- right down to the local level -- is being asked ever more insistently **to account for the results of its programs.** This fast-generating nationwide demand for accountability promises a major and long overdue redevelopment of the management of the present education system, including an overhaul of its cottage-industry form of organization. **Many believe this can be accomplished by making use of modern techniques currently employed in business and industry,** some of which are already being used in the educational enterprise....If education is going to be able to manage its budget properly, it must devise measurable relationships between dollars spent and results obtained. **Education, like industry requires a system of quality assurance.** (Lessinger:27)
>
> The first step toward such a system is to draw up an overall educational redevelopment plan. Such a plan must first translate the general goal of competence for all students into a school district's specific objectives. These objectives must be formulated in terms of programs, courses, buildings, curriculum materials, hardware, personnel and budgets...Through the plan the school district would be able **to measure its own output against the way its students actually perform.** It would be able to see exactly what results

---

[2] This perspective doesn't show the philosophy of each professor in School of Education at the university, but, I believe, the way this particular professor believed he was being accountable to his supervisors, the perceived needs of the community, and the demands of society. The fields of education and pedagogy, like a living language, are characterized by constant evolution and transformation. Sometimes the change seems imperceptibly slow and in some cases appears non-existant.

> flow from the dollars it has invested...it [the plan] should use a mix of measurements that are relevant, reliable, objective, easily assessable, and that produce data in a form that can be processed by modern technology...**The plan should also spell out a clear relationship between results and goals, thus providing for accountability.** (Lessinger:28)
>
> **The accountability of process, of classroom practice, is somewhat harder to get at.**[3] At the risk of mixing it up with ideas about educational hardware, we might call it, the technology of teaching. (Lessinger:30)
>
> Requirements such as punctuality, neatness, order, and time served, ought not to be used to reflect school subject mastery. (Lessinger:30)
>
> As teachers' salaries rise and their demands for rights and benefits are rightfully met by the communities they serve,...**they [the communities] can insist that teachers become accountable for relating process and procedures to results.** And pupil accomplishment, though it may reflect some new hardware and construction, by and large reflects teacher and administrator growth and development.[4]
>
> Least the idea of performance contracts strike anyone as novel or bordering upon the impossible, it should be pointed out that they have been **formulated and applied with great success by both industry and the armed services for years.** (Lessinger:31)
>
> It is a paradox that while our technologically oriented society is a masterful producer of the artifacts our civilization needs, **it seems incapable of applying that technology to educating our young citizens.** (Lessinger:32)

In conclusion Lessinger states:

> We can change the way our educational system performs so that the desired result -- a completely **trained**[5] young citizenry -- becomes the focus of the entire process. In the same way that planning, market studies, research and development, and performance

---

[3] Lessinger, with candor, admits that it is difficult to measure the process, i.e., the essence, of learning. Analogously, it is much simpler to evaluate phenomena in discrete units, such as answers in multiple choice tests, than it is to evaluate the thought that goes into choosing the answer.

[4] In this quotation, the idea of teacher development as being at the root of pupil accomplishment begins to approach, albeit in a skewed way, my own thinking that it is through teacher development (of awareness) that there is the best hope for improving teaching and learning.

[5] I hope that the reader of this paper notices the contrast between using the idea 'trained' and the idea of 'educated ' or ' learned' to conclude this article about education, teaching and learning.

> warranties determine industrial production and its worth to consumers, so should we **be able to engineer, organize, refine, and manage the educational system to prepare students to contribute to the most complex and exciting country on earth**. (Lessinger:32)[6]

I was instructed to write lesson plans from the focus of behavioral objectives, e.g., lesson (or unit) objectives should be measurable, assessable, and product-oriented in conjunction with the cognitive domain.[7] Figures 1.3.1 and 1.3.2 (see list of illustrations) are examples of course materials from the class on teaching practices. In essence, I was "taught" from this material, from this class syllabus, and from class lectures about the theory and practice of lesson planning.

Figure 1.3.3 is the syllabus of a graduate level class that itself is an example of writing behavioral objectives. Figures 1.3.1, 1.3.2, and 1.3.3 clearly exemplify the prevailing theories and beliefs I met in teacher training classes and help to explain why I planned lessons in a very specific way early in my career.

In this view of education, one widely held by citizens, government officials, and some professionals in public schools, there exists a supreme expert with some expert helpers who determine what the students' needs are based on their theories and beliefs as delineated by perceived societal needs. Among these theories and beliefs are: (1) the nature of teaching and learning; (2) the nature of language; (3) the nature of language learning -- the very foundations of pedagogy. If one sees the state superintendent as being at the "top," educational policy is passed down from the state level to the county level to the community level to the principal, who in turn, dictates policy to the teachers.[8] The teachers, having been trained by teacher training universities how to teach, would predictably try to emulate the values and philosophy of the state superintendent through the curriculum statements of the superintendent, through the school board, to the principal, and down to the teachers.

---

[6] This is a very provocative article and I could take issue with innumerable points that it makes but that's the topic of another paper. The usefulness of these quotes is to set the context within which my first lesson planning experiences were conceived.

[7] The affective domain, i.e., the social or emotional aspects of learning, was mentioned, but the emphasis for planning was focused on writing clear, bahavioral objectes from the cognitive domain.

So, at least in the view stated above, teaching and learning -- that complex and naturally occurring process occurring during social interaction -- is a product that can be and should be taught and assessed.[9] One could visualize this model to be:

Behavioral Objectives ===> Correct Practice ===>
Measurable Assessment = Accountability and Success.

---

[8] There also exists a mechanism for producing national policy for education as well. At that level right now there are proposals for more and better testing of the educational product.

[9] As we shall see later in this paper, there is actually little empirical evidence that teaching, and for that matter lesson planning can be taught, or that it can be easily or successfully be measured in its full scope. Mr. Lessenger alluded to this in his article. (See footnote number three).

As I look back on teacher training as I experienced it in the mid-seventies, I understand that many facets of teaching and learning were not represented. What I was taught in the classroom didn't and couldn't be analogous with what I met in the classroom. My teacher training seemed to represent a template, but the template was an imaginary construct of non-reality. Can teaching and learning be understood as a finite template if humans, with their teaching and learning, are not completely understood and in-finite? The reality of teaching and learning is much too complex for using a template-like construct to describe it.

If one could describe the experience of teaching and learning as a multi-hued, multi-faceted phenomenon, then my teacher training in the mid-seventies could be characterized as red, blue and green with three or four facets. Experience and intuition told me that there were more colors, more facets, that the interaction was more dynamic, and that much was left out in the description.

I distinctly remember that during student teaching (concrete experience) master teachers would tell me that I could only learn (i.e., acquire) the skills, awareness, and knowledge through classroom experience, thus implying that one couldn't really teach another person how to teach. The student teacher's classroom training could be assessed for societies benefit for certification. However, the prevailing attitude of society and the university program at this time was that teaching could be taught to someone; that is teaching, and learning were linear, countable, assessable; that it was a product. Simply put, if one writes the correct behavioral objective, observes sound management procedures, correct teaching methods, and practice, then the students have the best chance to learn. As stated in Chapter 9, of The Handbook of Research on Teaching (Clark and Peterson:255):

> Prior to 1975, the dominant research paradigm was the process-product approach to study the teaching effectiveness. Process-product researchers have been concerned primarily with the relationship between teachers' classroom behavior, students' classroom behavior, and student achievement....Process-product researchers have typically assumed that causality is unidirectional, with teachers' classroom behavior affecting student's classroom behavior, which ultimately affects student's achievement (see, for example, Doyle, 1977b: Dunkin & Biffle, 1974).

What role did the learners play in the lesson planning of the mid-seventies? Teacher lesson planning and teacher thinking during this time didn't seem to place the learner's needs into the equation. Lesson plans, except to make sure that the level of difficulty wasn't too high or too low, i.e., that some of the learners could realistically be able to perform the tasks and that performance measured, concerned changing the behavior of the students (the words learners and students are used interchangeably, but I prefer to use learners). The learners were expected to passively accept that which was offered them and that there was a definite direction of flow of knowledge and information -- from the teacher to the learner. This is the standard, industrial, product-oriented idea -- tell them what to do and they do it, as though they are learning to be good workers following orders in a factory or soldiers following orders in the military.

Well then, what are the benefits of behavioral learning objectives? One benefit is awareness of how they can help to focus some aspects of actions in lessons and in life in general. In most educational settings in our society and around the world, assessments, however imperfect they may be, are demanded and must be performed. Thus, awareness of beneficial uses of behavioral objectives can only be an asset to teaching in product-driven and test-driven curricula. On the other hand, relying too much on behavioral learning objectives to underpin teaching theory is short-sighted, one-dimensional, and fails to fully describe teaching and learning.

My previous "teacher training" was narrowly focused on accountability, assessment, measurements, and producing a product, i.e., that the charge of education was to produce a perfectly trained young citizenry, presumably to fill worker slots in industry. I believe that teachers need to have an awareness of behavioral objectives, skill in using them coupled with much, much more, to be more successful teachers and learners.

1.4 Planning Similarities

To compare the planning that one might do in another profession and make the case for transfer from one profession to another, I want to briefly visit the world of heavy construction where I became involved in construction planning.

What contingencies characterize planning in construction? First, the large drawings or blueprints are characteristic of plans. It is practically impossible to construct a large, complex bridge, building or house, using a small piece of paper for the plans. Blueprints, as construction plans are called, have large visuals and many details drawn to different scales. These include plan views (from above); elevation views (from the side); and three dimensional or isometric views. There are also section views, wherein the parts of the project, perhaps even including the entire bridge, are cut longitudinally and vertically at different points so that the reader can visualize many aspects of the project at once and allow the mind, the organ that constructs reality, to do its work.

Most construction projects are immensely complex and contain thousands, if not hundreds of thousands of parts that have to be fitted with great precision so that the finished product is viable. It is imperative that the engineers, the superintendents, and the foremen have a vision of the whole and of the parts.[10] Without this visualization, it would be nearly impossible to complete these immensely complex projects. The human mind simply can't hold all the details without some help, the blueprints.

Second, there are always a multitude of constraints: the weather, the materials, the access, the work rules, the social dynamics of cultural conflict, the labor and management problems, mistakes in the plans and, of course, normal human error. Although an engineered blueprint is a vision of a future concrete reality, it's a vision that can't become an absolute concrete reality. It remains an abstraction of what could be, not what will be.

Third, time is money and making a profit is the very heart and soul of construction work. Vast fortunes are either made or lost depending on the overall plan of action along with good management, good leadership, hard work, and good fortune. Teacher lesson planning and construction planning coupled with knowledge of behavioral objectives share many similarities.

---

[10] Whether or not the workers need to have a vision of the whole and of the parts depends on the attitude of the management. I have worked for complanies that don't allow the workers, and occasionally the foremen, to look at the large blueprints. Management's thinking is that the plans are too complicated for the workers to understand. I find this to be a rather elitist and arrogant attitude that denies the natural intelligence, ability, and potential of people. I have given workers the blueprints and noticed an improvement in production, attitudes, and self-esteem among them in my allowing them to use their intelligence and energy to be an integral part of the project.

It is simply impossible to reproduce the abstraction, the blueprint, the plan, in concrete reality. What do engineers do about the deviations from the plans? They make as-built plans. These plans are the equivalent of reflective notes and drawings that delineate what actually was built as compared and contrasted with what was planned to be built. As the workers advance through the project, building the various sections of it, the engineers keep track of the deviations, reflect on them, and try to eliminate them in the future.[11] The goal is try to get the official plans and the as-built plans to coincide with the finished product.

To recapitulate, good construction plans have these characteristics: (a) a large format to encompass a complex project; (b) attention to details on many different levels and scales; and, (c) multiple perspectives. All of these are for naught if there is lack of leadership and experience in the process of working through the constraints as mentioned above. I see many obvious parallels between planning for teaching and planning for construction.

---

[11] Inspectors, engineers who represent the project's owner, try to keep the integrity of the project in place according to the contract blueprints, which are signed, legal documents. The inspectors are the gate keepers on the project, the people who analyze and evaluate the work. If the projcet deviates too far from the contract specifications and they notice it (or want to notice it), they can require that the work be demolished and re-done.

1.5 The Experiential Learning Model

The experiential learning model (See figure 1.5.1) represents the way I believe that people learn. This model with its four main foci, supports the efforts of many educators when they insist that the heart of learning something is in the doing of it. Although one can learn about swimming by reading about it, by watching others do it, and by hearing accounts of how it feels, the most efficient and effective way to learn to swim is to take all of one's knowledge to the water and jump in. As Kolb states:

> New knowledge, skills, or attitudes are achieved throughout confrontation among four modes of experiential learning. Learners, if they are to be effective, need four different kinds of abilities: concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualization abilities (AC), and active experimentation abilities (AE). That is, they must be able to involve themselves fully, openly, and without bias in new experiences (CE). They must be able to reflect on and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations in logically sound theories (AC), and they must be able to use these theories to make decisions and solve problems (AE). (Kolb:30)

The tensions between the concrete elements of the cycle and the abstract elements of the cycle produce the creative development of new knowledge. I understand this process as developing declarative awareness and consciousness of the evolutionary process of trial and error.

In construction, performing the work, observing and reflecting on the process and product in the as-built plans, developing new ideas, and trying them out are examples of experiential learning.

Classroom interactions, like the actual work on a construction project, are also examples of concrete experience. Although it may be easy to draw a picture of expectation, experiencing classroom interaction and construction is quite different because at various phases much happens simultaneously. Humans think and act at the same time. Awareness of the model allows one to understand more fully how the cycle works in a classroom interaction.

1.6 A Return to Teaching

After a thirteen year hiatus, I returned to teaching. In my school district, substitute teaching is the only way that one is able to work in public schools as a new or returning teacher because there are very few available permanent jobs. The job market is very constricted.

In many educational contexts, whether they are public schools or private schools, the controlling institution requires that teachers write lesson plans as a way to validate teacher thinking, planning, accountability, and professionalism. It verifies that teachers are able to successfully plan classroom activities for various spans of time including daily, weekly, monthly, or yearly, as well as by thematic unit, or complete courses. Lesson plans, when viewed as concrete evidence of teacher thinking, can be described as a distinct discourse with which to communicate with the principal, supervisor, or site manager.

As a substitute teacher, I used the daily plans left for me in class by the permanent teacher. I doubt that any principal looked at the plans left for me. Many times, they consisted of a few scrawled lines of instructions. An example of substitute plans could be as follows:

> (1) Take roll(seating chart is in the top desk drawer); (2) Show movie about cell division; (3) Have students work in groups to answer study questions; (4) Write the name of any student who is disruptive. Good Luck!

Other times, there were very detailed lesson plans that considered the precise timing of each class activity: the rationale for class activities, including a short rendition of the previous lessons; cautions about certain predictable, disruptive classroom behaviors; a space for a required reflection by the substitute teacher of the classes; and the permanent teacher's phone number. The former types of lesson plans were far more common than were the latter.

The plans I received carried within them the theories and beliefs of the teacher who had written them. What could I deduce about the teacher from the plans? Many times the best plans were a reflection of a teacher who was seemingly more aware of the people in the class, the content, and the class's expectations. These more expanded plans seemed to care more for the process of learning as well as welfare of the substitute teacher. Obviously, the more information that I had about the people, context, and purpose, i.e., "the system," increased my competence and the possibility of better performance.

What might the sketchiness of lesson plans tell me? It could mean that these teachers didn't usually write detailed plans for themselves and couldn't remember what substitute teachers needed (or couldn't be bothered). Perhaps they were on auto-pilot now and believed that plans were redundant. Maybe they thought that detailed plans were for beginning teachers. It could be that the lessons of some of these classes were not particularly well thought out. Due to constraints and variables, the teacher and the learners might not be particularly engaged in attending to what the syllabus delineates to be learned. It also tells me that some teachers aren't using lesson planning to their fullest potential.

What lesson plans did I write during this time? I wrote lessons that were examples of my sense of awareness, knowledge and skills, theories and beliefs concerning my vision of classroom interactions. I wrote plans that reflected my model of human beings and human learning.

Figure 1.6.1 (see list of illustrations) is an example of a public school-oriented lesson plan that I wrote to demonstrate (to public school principals, and others during job interviews) that I was a competent planner, and underlying that, a competent thinker. This unit is for an imagined senior high school class and reflects my concern for accountability and the relevancy of perceived learner needs. This plan accounts for the societal goals in the form of well-written behavioral objectives and relevancy to perceived student objectives, i.e., to make a useful tool for "real" life, a resume for an impending job-search. Theories and beliefs about the immediate and real needs of the learners are apparent in this plan. It demonstrates awareness of the cognitive levels, of the affective domain, and of cooperative learning. At this juncture, I was synthesizing my experience from teacher training, from construction, and from personal beliefs and thinking about the need for relevance in the education process. I am only assuming, however, that the resume would be important to the learners. This is a clear example of developing teaching awareness, knowledge and skills from my total personal experience.

My lesson plan in figure 1.6.2, in contrast, is a working lesson script, or scenario from a time when I was teaching ESL at the adult level. This isn't a lesson plan to show a school principal, but one that scripts the activities and content for a three hour class and is a vision of what I expect to happen in the class. Behavioral objectives could be deduced from the plan, but it's not as clear to the reader as is a plan that explicitly states goals, objectives and assessment. At this time, when I was busy teaching many hours everyday, I tended to make more sketchy plans that didn't reveal my theories, beliefs and goals as clearly as those made in less hectic times. This plan isn't intended for teacher learning. It merely accounts for a flow of activities and very little else.

Figure 1.6.3, the last example of planning from the pre-School for International Training period, was developed for a curriculum design project for the California Human Development Corporation. This non-governmental organization received a grant to write curriculum for community education related to telecommunication issues. I was delighted to work on this project as a writer and to try to learn more about lesson planning and curriculum design. I attempted to represent all facets of my experience within the opportunities and constraints presented by the institution, the context, and the learners. I received favorable reports from the supervisor and from teachers.

On the other hand, I got reports that the lesson (there were many lessons, by the way) was very difficult to use as it was written. This comment makes sense because it seems that lesson formats reflect a very personal form of communication.. Teaching is so profoundly personal that a teacher usually needs to synthesize published lesson plans into a more personal format. I had similar experiences with the most thoroughly written substitute lesson plans. I had to interpret, synthesize, and re-write them in my own format, rhythm, and style. Then, and only then, could I successfully use them.

Upon analyzing this last lesson, figure 1.5.3, I see that the format is an analogue of the lessons from the mid-seventies. We have the **objectives ===> methods/practice ===> evaluation**, with the added elements of materials and activities. Those lessons seem to be a template, imposing an idea that didn't totally reflect and encompass the whole concrete reality that one encounters in classroom interactions.

1.7 Conclusion

This introductory chapter chronicled thinking and lesson planning during my teaching experiences prior to attending the School for International Training. Much of the rationale for my planning along with the shape and scope of my lesson planning reflected current pedagogical theories and beliefs of the time. Underlying these considerations were my own theories and belief, my personal awareness and understanding of teaching and learning, and the influences of my experiences in construction. At this juncture in my understanding and awareness, I still needed to discover if lesson planning could be made more relevant to the teachers, the learners -- to teaching and learning, and more important, for teacher learning and development.

CHAPTER 2

LESSON PLANNING AT THE SCHOOL FOR INTERNATIONAL TRAINING

2.1 Introduction

This chapter describes my growing awareness and deeper understanding of my knowledge and skills in what to plan, how to plan and why, i.e., the reasons underlying planning and the thought process involved in planning. It covers the time span through the Fall term and into the Spring term at the School for International Training (SIT). My learning in the area of lesson planning was substantially broadened and deepened by resources such as the SIT teachers, other Masters of Arts in Teaching (MAT) students, and printed materials. The planning, reflecting, thinking, and experimentation I did, in conjunction with these resources, helped me to conceive of the design of a semantic map planning framework for effective and reflective teaching that could promote teacher development, and support teacher research.

Nearly twenty years had passed since I had been studying about teaching, and lesson planning. Had teacher thinking evolved during the intervening years? According to the experiential education model, one would have to assume that time and experience would transform teacher thinking, research on teacher thinking, as well as pedagogical theory and practice.

2.2 Lesson Planning Assignments

The focus of the MAT program is as much on learning as it is on teaching since they can be thought of as yin and yang, or complimentary halves of the same entity. The MAT program isn't primarily a "how to teach" program as it is an "awareness-raising" program about teaching and learning. The program deals as much with why we would choose to teach the way we choose to teach, as it does with what to teach and how to teach. Through the cycle of experiential education, MAT students are prompted to understand what theories and beliefs they bring to the program and about how and why they learn as they do. In the process of becoming more aware of how, what and why they learn, they will (if they choose) create and build a transformed basis for learning and teaching. Awareness of personal learning, how this relates to teaching, and articulation of that learning is a goal of the MAT program.

The MAT program emphasized learning in a community. As social animals, human beings can't help but to learn and to teach each other within their social environment. Many theorists and educators agree with Vygotsky's model of learning called the zone of proximal development, or the ZPD, and the impact of group interaction on the teaching and learning process (see figure 2.2.1 in illustrations). With assistance provided by more capable others and by one's self, learning, and ultimately unlearning, occur.[1]

Vygotsky's contention that we learn in a social context seems very clear to me. He has been able to articulate the underlying principles of experiential learning through his own lens. He understands that humans, just as is the entire planet, are an experiment in experiential learning. Indeed, the evolution of the planet is a sublime example of experiential learning from which nothing escapes. For humans, the key to transformation and growth is awareness. It is a bringing to consciousness of the transformations, the interconnectedness, and the ineluctable modality of the phenomenon in one's life as realized through this cycle.[2]

In the Fall, as part of a course called "Teaching the English Language"(TEL), our assignments included preparing and demonstrating lesson plans. Simultaneously, we were taking a course entitled, "Approaches to Teaching and Learning." These lesson plans purported to demonstrate growing awareness of teaching, learning, and content. Students produced written plans so that their (teacher) thinking, with its underlying theories, beliefs, and experience could be scrutinized and evaluated.

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[1] It is crucial to understand that the brain is an organ for forgetting as well as for remembering.

[2] There are different rates of transformation. Consider the rate of change of some traditional indigenous cultures. One could say that they don't seem to change at all. They are changing at evolutionary speed, the speed and harmony of the pace and rhythm, of nature itself. The rate of change of the technological societies is out of step with the notion of evolutionary change.

2.3 Lesson Planning Articles

For resources, we were assigned two articles to read about lesson planning. In the first article, chapter six from a book called *From the Chalk Face* (1985), Dangerfield gives practical advice on what to consider in lesson planning. The second, in section five of *Teaching English as a Second or Foreign Language* (1991) by Katherine B. Purgason, gives in-depth rationale and examples for how to plan lessons and what to include in them. Both of these articles, which I will analyze below, provided me with a much broader awareness of lesson planning and teacher thinking. Had teacher thinking about lesson planning been transformed by time and experience? Yes, it had. It appears that reliance on and use of behavioral learning objectives as the underpinnings of teaching had been modified, at least in some instances.

Dangerfield's article makes many valid points. The first is that the lesson should have clear and explicit presentation of aims, and the procedure through which the aims are achieved. The underlying reasons here are: a teacher needs, above all, to have objectives; and, procedures, purposes, and actions to meet those objectives. This seems to mirror the thinking of the mid-seventies but neglects to mention anything about assessment or evaluation. The article poses the question: "Can these aims be realistically achieved with this group of students and in the time allowed?" (Dangerfield:37). This seems to be a reflexive component and departs from the mid-seventies' idea that teaching and learning are linear phenomena, clearly measurable and accountable, and that lesson planning and teacher thinking should emulate this belief.

Second, Dangerfield gives credence to the fundamental question: "Are the aims of the lesson valid for the students' needs?" (Dangerfield:37) This is a very provocative question and one that deserves very careful consideration. Who determines student needs...the students or advocates of students? Although student-centeredness is currently politically correct, I wonder how this idea is interpreted by most curricula (institutional mission statements), syllabi (plans for pedagogical activities), and how it then trickles down to lesson planning? Do the learners, in public school and other venues, have a say in planning the curriculum, syllabi or lesson planning? In most cases, curricula and syllabi are developed and implemented by expert advocates of students at the national, state, county, and local levels. These experts, just like the parents of children, know (or assume that they know) the needs of students. Parents, like departments of education, societies, and teachers, believe that they best know what the needs of their charges are. I'm not advocating that first graders or eighth graders plan their own lessons. I wonder, however, how much validity is in statements that purport to incorporate the "needs of the students." On the other hand, some curricula and syllabi in adult education do have mechanisms for identifying learner needs and implementing them in lessons. One example of this is CL/CLL,[3] developed by Charles Curren.

So, although I find that "meeting student needs" appears in this Curren's planning rationale, I can't find a mechanism that specifically connects the learners needs to the content of lesson planning in Dangerfield's article. I have to ask these questions: What is the meta-thinking behind this attitude? What model of a human being are they thinking of? What is their theory of teaching and learning?

Consider the mission statement of a Northern California School district, Fig. 2.3.1. Imagine that you are a teacher interpreting the curriculum statement into a lesson plan that meets student needs. Think of writing behavioral objectives for these goals. Is it possible? Does there seem to be a change in thinking from the Lessinger article to the Northern California school mission statement? It seems that there has been a change in the underlying thinking. Moreover, did anyone talk to learners about what they "must" do? Is there the space for learner input into the content of the lesson? Under these circumstances, the meaning of "learner-centered" is rather nebulous.

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[3] Counseling Learning/ Community Language Learning. In this approach the learners develop the lesson concent from their needs. For an overview of this approach I suggest that you read **Rardin, J. P., and Tranel, D.D. with Tirone, P and Green, B.D.** (1988) EDUCATION IN A NEW DIMENSION: The Counseling-Learning® Approach to Community Language Learning.

Besides the first two points mentioned above, Dangerfield stresses:

(1) the need to have materials organized;
(2) consideration and practice of the four skills (reading, writing, speaking, and listening), as well as functions, structures, pragmatics, lexicon, pronunciation;
(3) teachers' post-lesson comments on lesson weakness and alternative strategies;
(4) lesson sequencing;
(5) level of lesson;
(6) anticipation of problem; and,
(7) interactional patterns.

Although the above points could conceivably be valid in any lesson, upon reading this article, I remember thinking that there must be more considerations to be taken into account in planning than are mentioned. Lessons are more dynamic and complex. At this time, I believed that if I were more aware of the myriad facets of the lesson interaction, I could be a more effective teacher. In other words, I was searching for "thickness" in lesson planning rather than "thinness"[4] in lesson planning so that I might become more aware of the process of teaching and learning. I thought that there must be more to learn from the thinking, planning, and reflection of lesson planning in conjunction with the actual classroom interaction.

The second article, written by Anne Purgason, is a much "thicker" description of lesson planning and characterizes a paradigmatic shift in some teacher thinking and some teacher research from the seventies into the eighties and nineties.

> "Teacher thinking, planning and decision making of teachers constitutes a large part of the psychological context of teaching. It is within this context that curriculum is interpreted and acted upon; where teachers teach and students learn.[5] Teachers behavior is substantially influenced and even determined by teachers' thought processes. These are the fundamental assumptions behind the literature that has come to be called research on teacher thinking. Practitioners of this branch of educational research seek first to describe fully the mental lives of teachers. Second,

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[4] By using the terms 'thick" and "thin" I am referring to anthropological terms. A thick ethnographic study would be very detailed, deep and broad. A thin study, on the other hand, would be a brief sketch. Many teachers and teacher educators approach lesson planning from the thin prospective. I believe that there is a great deal to be learned about lesson planning from a thick perspective.

[5] To carry this thought further: [W]e assume that the relationships between teacher behavior, student behavior, and student achievement are reciprocal. Moreover, rather than representing the direction of causation as linear, we think that it is more accurate to represent the direction of causation as cyclical or curricular. Our circular model of teacher's actions and their observable effects thus allows for the possibility that teacher behavior affects students' behavior, which in turn affects teacher behavior and ultimately student achievement. Alternatively, student's achievement may cause the teacher to behave differently toward the student, which then affects student behavior and subsequent student achievement. (Clark and Peterson: 257) This statement supports the assumptions of the experiential education model.

> they hope to understand and explain how and why the observable activities of teachers' professional lives take on the forms and functions that they do. They ask when and why teaching is difficult, and how human beings manage the complexity of classroom teaching. **The ultimate goal of research on teacher's thought processes is to construct a portrayal of the cognitive psychology of teaching for use** by educational theorists, researchers, policy makers, curriculum designers, teacher educators, school administrators and **by teachers themselves** (emphasis mine). (Clark and Peterson:255)

It is important to draw attention to the idea that teachers can develop personally and professionally by becoming more aware of their own and their peers' thought processes. Why should it only be the work of experts to teach teachers how to teach or to understand how, what, and why teachers think and teach as they do? What can teachers do to foster their own learning? How can teachers go through their ZPD in such a way that they are being more responsible for their own learning?

The Purgason article attends to a more comprehensive account of lesson planning complexity. She breaks down lesson planning into two levels:

> On one level are the issues of how to plan: taking various elements, putting them together in sequence, and recording all this in an appropriate format. On another level are the issues of what to plan...the subject of this entire book and beyond the scope of this chapter,...[however, here is] a review of what is considered to be good language teaching. (Purgason:419)

Purgason's comprehensive list of nine points and sub-points are as follows:

1. What is taught is defined by student needs.
   a. All activities are clearly related to something the learners will need to do with English in the real world.
2. What is taught is defined by real language use.
   a. Materials are authentic whenever possible.
   b. Discourse beyond the sentence level is used.
   c. Students learn a range of language functions.
   d. Proficiency that is necessary to the student's target context is the goal.
   e. Students "do" rather than "learn about."
3. Sound principles of learning are followed.
   a. Teaching reflects sound theories of learning, language learning, and the learning of specific language skills.
4. Lessons are structured for maximum learning.
   a. Objectives are defined.
   b. Activities or tasks to attain the objectives are set.
   c. Learners are informed of the objectives and clearly instructed in how to do the activities.
   d. Class time is used for learning; learners are actively engaged in tasks.
   e. Student progress is monitored.
   f. Response appropriate to the task is given.
5. The classroom atmosphere and interaction are positive.
   a. Students interact with the teacher and each other.
   b. Students and teacher expect success.
   c. Students gain satisfaction on a variety of levels, cognitive and personal.
6. Learning is student-centered.
   a. Learners are encouraged to express their own meaning.
   b. Learners take active roles in their own learning. The teacher facilitates learning.
   c. Students are encouraged to develop personal good language learning strategies.
   d. Autonomy is encouraged.
7. Activities reflect actual communication -- that is, they have the following characteristics:
   a. Information gap: one person in the exchange knows something the other(s) do not.
   b. Choice: participants choose both what they will say and how they will say it.
   c. Feedback: participants evaluate communication according to how well the aims of the communication have been accomplished.
8. Activities balance accuracy and fluency.

> 9. Activities encourage interaction, both between learners and texts and among learners. (Purgason:419-420)

Continuing with the Purgason article, we find that she states four reasons why teachers plan (based on teacher research).[6] These are:

> (1) A plan can be a mechanism for decision making, helping the teacher think about content, materials, sequencing, timing and activities. It can be the means by which teachers get familiar with the information, personalize the activities, or solve other instructional problems. (2) At the level of what actually happens in the class, a plan can be a reminder or map, enabling a teacher to confidently face the students, concentrating on their responses to the material, rather than mentally groping for what to do or say next. It provides some security in the sometimes unpredictable atmosphere of a classroom. (3) A plan can become part of a log of what will or has been taught. It can thus be used for testing or for comparing what has been taught with an earlier needs assessment or with the work of another class.... (4) At the managerial level, a plan can help a substitute teacher take over or can provide a supervisor with a guide for observation or course evaluation. (Purgason:420)

Since I don't want to reproduce the chapter verbatim, I will paraphrase her major remaining points: (1) What exactly are the learners specific needs for English? (2) To plan activities, the teacher will need to know what syllabi are used or supported by the controlling institution? Is it structural? Is it functional? Is it a competency-based syllabus in combination with other types? (3) The teacher will need to determine which aspect the four skills are entailed in each class. Do the learners need to study oral/aural, reading/writing, some of each or all of them? (4) Upon which structural functions do the Learners need to focus?...Is it pronunciation or grammar? (5) Finally, the teacher will need to frame all the above criteria into learning activities.

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[6] Deduced by Purgason from the research of Haigh (1981), and Pennella (1985).

Purgason goes on to discuss potential problems to learning or what she terms constraints. Some could be with students, i.e., educational levels, backgrounds, cultures. There could be constraints with the size of the group of students. There are also constraints with time, e.g., length of class, time of day, and frequency. Other constraints involve the setting, e.g., where is the class? What condition is the room? Is it noisy and dirty? Other constraints involve the other participants such as institutional policies, parental interaction, national and entrance exam requirements, and so forth.

The qualitative difference between the points made by Lessinger in chapter one and the points made by Dangerfield and Purgason here seem to be a portrait of a substantial paradigmatic shift toward a more comprehensive view, a "thicker" conceptualization of the teaching and learning process and the implications of teacher thought processes. I find this comment on teacher responsibility very compelling. Teaching is:

> (a) aggregating and making sense out of an incredible diversity of informational sources about individual students and the class collectively; (b) bringing to bear a growing body of empirical and theoretical work constituting the research literature; somehow (c) combining all that information with the teacher's own expectations, attitudes, beliefs, purposes...and (d) having to respond, make judgments, render decisions, reflect, and regroup to begin again...In short,...the teacher is a professional who has more in common with physicians, lawyers, and architects than with technicians who execute skilled performances according to prescriptions or algorithms defined by others. (Clark and Peterson:256)

Furthermore, reflecting on the tone and emphasis of the Lessinger's article and comparing it to the more current mission statement by a Northern California school district, make it persuasively clear to me that attitudes, awareness, and knowledge have been transformed by experiential learning in twenty years' time.

2.4 Examples of Lesson Plans

The figures 2.4.1 and 2.4.2 (see list of illustrations) are examples of lesson plans from TEL class that demonstrate an effort to understand and use lesson planning considerations. As in all activities, there are constraints connected to this assignment. The most obvious ones were the lack of real students in a real classroom, a specific curriculum, and a syllabus, to mention a few. What I had to do in this case, was remember experiences and recreate an interactive scenario. Since this was a single-episode lesson, there was no continuation of lessons and so on-going reflection couldn't take place. This fact, that of no ongoing reflection, is unusual to most teaching and learning situations because, although content might change daily, teaching episodes routinely last more than one day and usually occur for weeks or months. Because of the constraints, aspects of lesson planning such as reflection, as-built plans (modifications to plans that consider learner input), teacher research, and teacher development are absent in these examples. On the other hand, the lessons are concrete, useful samples of my teacher thinking. These lessons are in chronological order and reflect my growing awareness of the complexity of teacher planning for lessons.

Do these examples reflect the articles that I had read? What constituted my teacher thinking at this point as I was struggling to find a comprehensive approach to lesson planning? Refer to figure 2.4.3 in the list of illustrations to discover your answers to the above questions by using Purgason's criteria for lesson considerations as a baseline.

My lesson wasn't prepared with Purgason's same lesson planning categories in mind, but it clearly meets some of them. One can deduce from reading the text of the lesson that I was definitely thinking about many of the criteria in planning this lesson. Although I distinctly remember what my thinking was on most of the criteria, it's not apparent in the plan, i.e., the plan doesn't accurately reflect the meta-thinking that went into the plan. Look, for example, at the question in row 1.a, "All activities clearly related to real world language use?" I state in the plan that "It is important to use realistic language, real sounding speech in the language with real meaning," but it is unclear if the activities really do this.

Here are some other examples. Consider row 4.a; "Objectives defined?" The answer has to be yes. I have defined the objectives but not totally set the activities to meet all those objectives. In row 3, consider the question; "Are sound learning principles followed?" Although I apparently have tried to include sound teaching and learning principles, they aren't readily apparent. Although some of the criteria are not clearly represented in the plans, I do recall considering them. So, my level of awareness, as well as the constraints of the situation, precluded producing a more comprehensive a lesson.

Figure 2.4.21, 2.4.22, and 2.4.23, represent my teacher thinking at the last point before I had the idea to develop the semantic map framework for lesson planning. Figure 2.4.21 is the last of this type of intermediate framework for lesson planning. Figure 2.4.22 is the lesson script, or working notes, a necessary part of the plan as the comprehensive plan is too complex and includes too many details to use in class. The comprehensive plan reflects teacher thinking and is the basis for the lesson script. Figure 2.4.23 is an early reflective instrument that was developed to add another learning dimension to the total lesson plan.

At this point in my thinking, I was trying to discover all the ramifications, all the categories, all the constraints, and all the criteria that would constitute a comprehensive lesson plan. My aim was to get my thoughts completely around the teaching episode...the how, the why, the what, the when of the interactive experience.

Comparing the analyses of figures 2.4.1 with 2.4.21, 2.4.22, and 2.4.23, demonstrates that I have apparently been able to include more of Purgason's categories into the lesson. It is also apparent that I am beginning to plan lessons using more considerations than before. I am taking into account more considerations than either Purgason or Dangerfield take into account. This lesson plan underlies the thinking that led to a new framework. I understood, at this juncture, that to capture and represent the immense complexities of lessons and classroom interactions and embedded teacher thinking, the need for a larger platform and working area. It was at this point that I decided to use large paper, making the lesson plan an all-inclusive document for planning and thinking about teaching.

2.6 Conclusion

In chapter two, I traced the evolution of my lesson planning at SIT. From the articles I read during the Fall term, from the welcome support of my TEL teacher, Elka Todeva, Approaches teacher, Kathy Maston, and from the experience that I brought to the program, I synthesized some comprehensive lesson plans. Upon review of just two lessons, I see that my awareness, skill, and knowledge about the subject had grown significantly in a few months. My attitude toward planning had also taken a new turn. I wanted to gain more awareness and understanding of the process of planning and/or the thinking that supports it.

As always, when one reaches some conclusion or finds an answer, new questions come to mind. What are all the categories that one must consider for lesson planning? Is it possible to find a matrix of categories that will sufficiently delineate all possibilities? The above questions along with the questions in chapter one are questions concerning teacher thinking and teacher research, not merely lesson planning.

CHAPTER 3

THE SHAPE OF THE NEW FRAMEWORK

3.1 Introduction

This chapter is devoted to describing and explaining the various examples of frameworks. From the moment of inception, the framework was destined to be an evolving instrument, and so, it has many guises. This chapter also includes the development of the framework through my Sandanona Conference workshop, as well as a discussion of the data from the workshop. Some of the questions that I am posing in this chapter are: (1) What do I put in the framework and what do I leave out? (2) Why do I put those categories in it? (3) How do I coordinate the categories on the sheet? (4) What size should the paper be?

3.2 Initial Frameworks

My first framework tackled the space and size constraints while keeping the categories that I had previously used. While accounting for lesson planning considerations, I had run out of space. It must be that using the standard size paper for lesson planning has become obsolete and non-productive for the task at hand. I am proposing a paradigmatic shift in thinking about the size of paper used to record teacher thinking and planning and nothing less. It seems simple enough: get a bigger piece of paper so that you can have a visual of the meta-thinking underlying the whole lesson. My first large scale semantic map plan was made with a piece of paper sixteen inches by twenty-two inches. I arranged the categories around the center as is shown in figure 3.2.1. Conceptually, this is a direct link to blueprints used for construction projects.

First, when considering the shape of the framework, one will notice that the categories are placed around the edges. With this arrangement, the planner can see the array of visual cues that will help in planning. Analogously, many construction plans have a large visual in the center surrounded by details, different views, cross sections, and notes. By writing notes at the sites of the various categories around the edges, the teacher can imagine the lesson that could later be synthesized, condensed, and written on a blank sheet placed in the center of the framework. Working lesson notes or a lesson script could be written on regular letter-sized paper, five by seven cards, or whatever pleases the individual teacher.

I suppose it would be possible to take this large sheet into the class, but it might be too confusing from which to work. The problem of being overwhelmed with details arose when working with the smaller version framework that I developed for California Human Development Corporation, (see figure 1.6.3). It seems to be counter-productive to take too many details into the classroom. The purpose conceived for the framework is that of a thinking and organizing aid to be used in the teachers' office or work room. It is not necessarily conceived of as a classroom tool.

Another disadvantage of taking this large sheet into the classroom is that the learners would see that the teacher is looking at notes and not appearing to be spontaneously in command of the teaching and learning interaction.[1] Some learner expectations might not be met because they have come to expect a rather seamless, memorized performance from the teachers. I think that both teachers and learners have come to expect this kind of performance and an expert teacher is expected to have all the answers on the tip of his/her tongue coupled with the presence of a good actor or actress. It is a cultural perception. Expectations like these exist in all venues of activity and are examples of discourse communities.

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[1] However, I can imagine situations wherein a teacher would conduct a transparent lesson. In it, the teacher might not feel compelled or be constrained to a performance demanded by certain, specific cultural norms. Teachers might be able to take notes on the class, write down learner questions and immediate impressions in this situation on the large semantic map. It could be effective to video or audio tape the class for reflection and research. This type of lesson could be reciprocal, and interactive with learning and teaching cycling and recycling for all participants.

Many professionals, such as lawyers, doctors, engineers and others, who have responsibility for an incredible amount of detailed knowledge in their professions, are precluded from knowing all. They are simply limited by normal human mental capacity. Fields of knowledge are growing to quickly. The English as a subject of study, like medicine, or any other language for that matter, is a prime example of the sheer volume of knowledge. No language has ever been completely described or understood. No one understands exactly how a native language is acquired or how second or third languages are acquired. All knowledge is in constant transformation. This begs the question: what are books, floppy disks, computers and calculators for in our technological society? They are for the storage of knowledge and ideas. Does a teacher really have to know it all? Can a teacher know it all?

In many situations, however, the professions are held to a standard of being the "expert" and to "know it all." In some cases I've heard of teachers loosing face with learners because the former doesn't have tremendous declarative knowledge of all the extremely subtle nuances of English grammar. It might be that some second language learners have more experience studying grammar and more declarative knowledge about grammar than do some teachers. Having declarative knowledge of an entity as subconscious as one's native language is the exception rather than the rule. It's the responsibility of teachers to have a working knowledge and declarative understanding of the subject matter, however large it may be. However, no one can know it all.

In looking at another analogous situation, consider the field of music. In a classical musical concert, one usually doesn't expect to see the performers overtly bobbing their heads or tapping their feet to the music. Many times they appear very staid, serious, and usually, well dressed. On the other hand, in a jazz concert, one should expect that the performers and the audience bob their heads and tap their feet. In contrast to the above mentioned musical discourse communities, rock musicians not only lunge and dance all over the stage, they have been known to leap into the audience, smash their equipment, and perform half-naked.

Performers and spectators have certain expectations. Each group can feel disappointment with inappropriate behavior which is the failure to communicate within the parameters of the discourse community.

Here is another example. Symphony musicians have scores from which to read the music, and the conductor usually has a large score of the whole performance with the music of all the parts running in parallel on his pages. Many times the conductors' scores are covered with his or her own written notes to help him/her remember certain nuances of the music.

On the other hand, many soloists don't use a score, but have their musical scores memorized. Moreover, jazz musicians are known to read and write musical scores, but improvisation, or not reading scores, is the key element, the hallmark of jazz. Rock music is usually performed without musical scores with action, emotion, and volume as the key elements that characterize it.

Please consider these questions. Is the teacher analogous to a soloist, to a symphony conductor, or to a third chair cello? Is the teacher playing all the parts simultaneously? Is the teacher improvising or reading the part? Which parts are the learners playing? Think of your own experience as a teacher and a learner and try to think of the answers.

Let's return to the semantic map frameworks. The other space in the middle of framework number one (see figure 3.2.1) is for writing reflective notes, for placing a research instrument, or possibly both. There are many reflective instruments available, some of which are pre-developed, prescriptive, and focus on many different aspects of classroom interactions. Examples of focus are teacher, learner, methodology, and any number of finely tuned nuances of them.

In the model of thought and action (see figure 3.2.2) developed by Clark and Peterson (1986), teachers' thinking about lesson planning is divided into three parts: (1) teacher planning, preactive and postactive thoughts; (2) teachers interactive thoughts and decisions; and (3) teachers' theories and beliefs.

> The first two categories represent a temporal distinction between whether the thought processes occur during classroom interaction (i.e., teachers' interactive thoughts and decisions) or before or after classroom interaction (i.e., preactive and postactive thoughts). These categories follow from Jackson's (1985) distinctions between the preactive, interactive, and postactive phases of teaching. These distinctions were first used by Crist, Marx, and Peterson (1974) as a way of categorizing teachers' thought processes because these researchers hypothesized that the kind of thinking that teachers do during classroom interaction would be qualitatively different from the kinds of thinking that teachers do before and after classroom interaction. (Clark and Peterson:257)

The sub-categories placed around the edge of the framework reflects teacher thinking of what must be considered during the interactive teaching and learning episode. The sub-categories on this initial framework are as follows in list form (see figure 3.2.3).

These frameworks represent a heuristic model of the experiential education. As I continued to experiment and once I understood the importance of each framework's categories, I could understand the need for others, thus moving to a broader area of understanding of my own thinking about teaching and learning concerning planning and the classroom interaction.

I was continually cycling through the concrete experience, moving to the reflection on that experience, then to abstract conceptualization, and finally to active experimentation with new sub-categories derived from that experience. I struggled with these questions: (1) What do I put in the framework? (2) How do I put them in the framework? (3) Why do I put them in the framework?

It was becoming increasingly apparent that the above questions are not easily answered and are, fundamentally, questions about teachers' thought processes. The more aware I became about teaching and learning, the more categories and ramifications of categories that I could consider in lesson planning. Because each class is a unique mix of people, settings, purposes, and content passing through time, it is the case that each teaching episode and therefore each lesson will be unique. Capturing the uniqueness in a manner to maximize the learning for all the participants is the hoped for underlying value of this framework.

3.3 What and Why -- Framework Criteria

At this time in the development of the semantic map lesson planning framework, I theorized that certain categories were important to include in overall teacher thinking about lesson planning. Below is an explanation of: (1) what should go in the framework; and, (2) why I believed these are important criteria.

1. A label. The framework, conceived of as a permanent record of teacher thinking, needs a place to record data on the class section, the date of the planning, and perhaps information such as the unit theme, topic, or competency being pursued. This is analogous to a file tab or the statistics on a computer document -- statistics.

2. Behavioral Objectives. Written as observable behaviors, these objectives satisfy the needs of the institution, the department directors, and learners while helping to focus the aims (goals, purposes) of the lesson. These objectives are specific written statements that give a focused direction to activities by both the learners and the teachers. Behavioral objectives are believed to be a convention of most teacher planning.

3. Learner actions. What are the students going to be doing during the lesson? One could suggest that learner actions are the heart of any classroom learning episode. The learning takes place through consciously sequenced activities and spontaneous events as determined by a multitude of opportunities and constraints. Understanding the ramifications of this category -- what to do with learner actions, how to structure learner actions, and, most

importantly, the awareness and understanding of why to do it, is the heart of teacher thinking, teacher development and lesson planning.

4. Teacher Actions. What will the teachers be doing during the class? This is an important consideration for maintaining the flow and sequencing of the lesson, management considerations, as well as all the implications in number three above. This aspect of the lesson becomes automatic for most teachers after a certain amount of classroom experience. However, in the realm of teachers' thought processes, it is a very important consideration. The idea is that teachers will ask themselves: Why am I doing this action in class? How does it help or hinder learning? What are alternative activities? What might work better? This category is expressly for teacher awareness and development. The framework tries to foster teacher awareness of their own thinking, theories, beliefs, and subsequent actions.

5. Evaluation. In the tripartite paradigm derived from general educational goals;
language content===> Process/Means===> Product/outcomes, evaluation is a full partner. One could assume that teacher thinking about assessment, as well as learner thinking about assessment, in one form or another, is obligatory in most educational settings. The notion of accountability in

education, as typified by the thinking of Lessinger (chapter one), wields considerable pressure on teacher thinking and teacher planning. From public school venues with a grading and standardized testing policy, to workplace education, where job advancements and pay raises are based on testing, some form of evaluation exists.

6. Materials considerations. It is convenient to make a materials list. This list, cross-referenced with the lesson activities, supports teacher thinking and planning.

7. The Four Skills. My theories and beliefs about the nature of language and the nature of language learning commit me to provide learning experiences that promote the whole language philosophy in offering activities in the four skills -- reading, writing, speaking, listening.[2] Concerning learner activities that involve awareness, knowledge, and using these skills, a visual prompt of the categories can help the teacher to balance activities in the classroom.

8. Pronunciation considerations. Which specific sounds, if any, will be considered for which activities? Students need help in becoming aware of the similarities and differences among their languages and the target language.

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[2] What is characterized by whole language? Advocates of whole language ..."assert that language is whole (hence the name), that any attempt to fragment it into parts -- whether these be grammatical patterns, vocabulary lists, or phonics 'families' -- destroys it. If language isn't kept whole, it isn't language anymore." (Rigg: 522)

Pronunciation considerations become critical when the speaker who controls the meaning of the message is rendered unintelligible because of deficient skill, awareness, and knowledge about using the medium correctly.

9. Structural focus. Again, this category is part of the content of most language courses and in some cases the basis for the syllabus. Upon what does one focus? There is much research in this area among the "experts" and researchers of second language acquisition (SLA). It's common for teachers to be required to teach structures for many reasons that may be based on outdated research. I believe that teachers need to know why they will be teaching structures for teacher development. Again, what structures we teach, how we teach them, and perhaps why we teach them depends on the curriculum of syllabus that one works with as well as one's theories and beliefs about the nature of language, and the nature of language learning.

(10) Lexicon. As a part of the language study content, the lexicon must be considered in lesson planning. Depending on the syllabus, whether it is situationally based, task based, competency based, structurally based, or content based, the lexical focus will vary.

11. Cultural focus. Many teachers, educators, researchers, and others agree that there can be no realistic separation of the language from the culture that generated

it. It seems that one can't just put on the language like an overcoat. To be a fluent communicator in the target language, the learners have to be aware that the language is the surface structure, i.e., an observable behavior, of a much more profound phenomenon, a culture. One could say that the language is the "tip of the iceberg" of a world view that is paradigmatic and all-pervasive to the members of that culture. No culture has ever been successfully described in its deepest sense. Cultures remain enigmatic to their own members because they don't have mechanisms for the members to understand themselves entirely in a cultural sense. Much of what we do and think operates at the subconscious level as automatic, routinized behavior. At the same time, members of one culture don't have the awareness to perceive other cultures except superficially. The aim of the cultural focus is to raise awareness about cultures, while at the same time, realizing that cultures are, by nature, incomprehensibly deep.

12. Outside contact. What are the learners going to be doing to improve their language abilities on their own and outside class? This, I believe, is crucial to language learning as it ties in with the notion of learner autonomy and meta-cognition. That school is the place to learn languages is a mental construct only. Learning is continuous, in school or out of school, waking or sleeping.

To believe that a language can be sufficiently learned in a classroom is erroneous. First, there is limited time to realistically use the language in purposeful interaction. Since language use is contextual and social, it's more difficult to generate authentic contexts in a classroom. This statement doesn't deny the concrete reality of the classroom, but senses that classroom activities can be more or less contrived. Teachers and learners try to emulate authentic activities from other venues, but much of the time emulation of experience isn't powerful enough to have the same effect as authentic, real-life situations. The more authentic, concrete, and compelling the need to communicate is in the target language, the more modalities, i.e., physical, emotional, and cognitive, support language acquisition.

Third, an activity as complex as acquiring a language isn't going to be learned in one hundred hours of classroom contact. Learners have to become aware that they must take the initiative to use the language in authentic contexts as often as possible. Learners have to become autonomous. As contexts differ, i.e., English as a second language (ESL) as contrasted with English as a foreign language (EFL), so too will the availability of contact with native speakers differ. This sub-category, outside contact, reflects the attitudes and awareness of the nature of language, of language learning, as well as the understanding of the roles of teacher and learner. Questions like these come into play: (1) Where does a person really learn a language? (2) Who is a teacher? (3) Who is a learner? (4) Where does language exist, in schools, in people, or in both?

13. Reflective instrument. The reflective instrument is an internal part of this lesson planning framework and a potent tool for teacher development. Reflection on concrete experience is part of the cycle of experiential education model that I adhere to. Lessons can be seen as a cyclical continuum just as life itself and its manifestations are cyclical continuums. Analogously, the seasons, evolution, the planets, are also cyclical continuums. The number, scope, focus, and methods of reflective instruments are exhaustive. In this semantic map model of lesson planning, structured and consistent reflections are integral and essential for teacher development.

14. Teacher Research Instrument. There has been a major emphasis on action research or teacher classroom research. This idea posits that working teachers can and should be fully functioning researchers because they are working in classrooms everyday. They have personal contact with the ideal research venue, the classroom, and can develop the perspective and the ability to perform valid and incisive, and important research in their own right. Why

should the field of ESL/EFL depend on data from Second Language Acquisition (SLA) researchers who don't teach? Why can't the educated, professional teachers do research on their own classes, thus adding to the body of professional research and field of TESL/TEFL (teaching English as a second language/teaching English as a foreign language)? Would it be possible for teachers to develop a theory of language teaching?[3] Why can't teachers' research be a larger factor in improving knowledge, awareness, skills and attitude about second language teaching and learning as well as teaching and learning in general?

The answer is, I believe, classroom teachers can. There is pressure from parts of the second language educational discourse community to disregard, disparage, ignore, thus attempting to keep teachers in their place, i.e., teaching in a somewhat cognitively, affectively, and meta-cognitively reduced manner and leaving the research to the experts. Although many articles have been written about teacher research and it currently has a great deal of support by many people in the profession, it seems that the pendulum is gathering momentum to swing back again. It is analogous to the notion that the women belong in the home.

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[3] Diane Larsen-Freeman makes a persuasive argument for teacher research to develop and advance a theory of second language teaching. (See reference list.)

It could almost be considered gender-biased when one understands that most teachers are women.

Furthermore, research is one of the few ways for teachers to pursue personal and professional development. The search for the answers to personal questions leads one to new learning, awareness and attitudes, skills, and knowledge. To de-emphasize this in the teaching and learning environment is oxymoronic. Personal research, the cycle of asking questions and searching for answers, is the very life-blood of learning. Don't we want our learners to ask personal questions and search for answers? Shouldn't learning be personalized and individualized? These rhetorical questions beg a response. Why shouldn't teachers do exactly the same, that is, be learners as well. Why should teaching be separated from learning so that the job becomes diminished and more one dimensional? Shouldn't teachers be models of efficient, proficient and joyful learners? I believe that many teachers are just that and that this framework model is an instrument, a tool, to help organize and document learning and thinking through lesson planning for the classroom interaction.

There is a relationship between teacher research and teacher reflection at the classroom interaction level that is best described by the idea of short frequency and long frequency waves. Daily reflection on the lessons can be a help daily planning and keep the teacher in touch with the learners. These daily reflections would be analogous to short frequency waves. Teacher reflections on day to day lessons complement, interact with, and mutually support, different levels of the experiential cycle of learning and can vibrate harmoniously with teacher research, which in contrast, would involve continuous, long-term reflection, peer consultation, and conference participation. Thus, long-term teacher research would be analogous to long frequency waves. I can imagine how these two notions, daily reflection and teacher research, would be mutually supporting.

After developing these sub-categories for one framework, I found that they weren't sufficient. Ideas and understanding evolved and I added more considerations into the next one. Below are the additions to that framework.

15. Lesson Sequencing, Transitions, and Routines. To better understand using time in the lesson, I began to note activity sequences and the intervening times of transitions between major learner activity sets. Noticing routines and their effect on the flow of the lesson was also a consideration. Control of and awareness of these categories helped to make a classroom interaction more fluid.

16. Purpose of Lesson. This category notices the influence of the curriculum statement that underlies the

rationale for the lesson. For example, why would one be studying idioms for a particular class? A statement of purpose will help the teacher and the learners understand why they are studying this particular aspect of language. My experience has shown me that if the 'why' of the lesson subject is transparent, it will help the learners to meta-cognitively understand that they are still studying English even at times when the activities don't mirror the learners' expectations of what a lesson should be. This helps to reduce anxiety and facilitates the learner's ability to focus on the lesson. The teacher could say, "Why are we studying this today?" By helping the learners to understand the answer to this question, the teacher has helped the learner to a new awareness of languages and language learning, toward meta-cognition and learner autonomy.[4]

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[4] Learner autonomy forms much of the basis for my teaching and learning, and I believe has tremendous implications for teachers and learners alike. The following is a quotation from H. H. Stern. "The goals of the syllabus should be threefold: it should enhance the learning of the target language. It should provide the student with a set of techniques and body of knowledge as well as with the outlook needed for learning other languages, and it would enable the student to relate the target language to other educational and social activities. In the following sections we will consider: (a) the general language component, (b) the cultural element, (c) knowledge about first language acquisition, and (d) learning how to learn a language. (Stern: 251
"Of the four topic areas of a general language education syllabus, learn how to lean is perhaps the most important for a second language curriculum. It has a direct bearing on the learning of the target language and may well have the highest transfer value. [T]he best curriculum is not the one that is based on a static body of knowledge, but one that teaches students to cope with change; i.e., one that focuses on the process of learning rather that its product. [L]earning an L2 should not only lead to a certain level of proficiency, it should enable the learners to go beyond that level on their own. It would help the students to develop their autonomy, that is, give them the ability to help themselves and continue to learn independently. (Stern: 258)

17. Participant grouping considerations. This category represents an expansion of criterion number four, i.e., learner activities. With the emphasis on cooperative learning and the resultant groupings of learners, I felt that it was important to specifically determine classroom groupings with each lesson. Smaller groups allow more time and space for each learner to interact, participating more frequently in language production. Language acquisition depends on adequate practice of both reception and production.

18. Context considerations. What is the context of the class? Is it late at night? Have the learners worked all day before they came to class. Is the classroom hot and dirty? These constraints could have an impact on the classroom interaction and although one might not need to think of this criterion daily, it is beneficial to consider how the context impacts the lesson.

19. Grammar -- form, use, meaning. By studying structures through uses of form, use, and meaning, it is easier for teachers and learners to get a more complete understanding of structural interconnectedness. These criteria come directly from Diane Larsen-Freeman, the series editor of Grammar Dimensions.[5] It is a very thorough and

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[5] Please see the reference page for complete details of this series.

thoughtful series dedicated to helping teachers and learners learn grammar structures communicatively.

20. Specific questions aimed at gathering input from Learners. Framework number two (see figure 3.2.5) contained a section for receiving and logging learner questions. By fielding these questions, teachers have more of a possibility to adjust the lesson to the learning juncture of the students. It seems that the teacher and the learners need to be at the same juncture for learning to occur most efficiently. For the best results, the teacher understands where the learner is and wants to go and is able to effectively help the learner help him/herself. This is a crucial element of teaching and learning and exemplifies learning through the ZPD. "As interaction proceeds, different goals and sub-goals emerge and change as the participants work together. (Tharp and Gallimore:34)[6] The framework will help to gather the changing currents in the direction of learning and thus, modulate the direction of activities from moment to moment. Since schools exist for learning, teachers have to take into consideration where the students are actually learning. Quite succinctly, and to

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[6] Furthermore, "The shifting goals by the adult [teacher] to achieve intersubjectivity is the fundamental reason that a profound knowledge of subject matter is required of teachers who seek to assist performance. Without such knowledge, teachers cannot be ready to promptly assist performance, because they cannot quickly reformulate the goals of the interaction." (Tharp and Gallimore:35)

paraphrase Caleb Gattengo,[7] learning takes precedence over teaching.

21. Larger paper size. By making the paper still larger and a modular equivalent of standard sized sheets, it seemed easier to design the lessons. Half sheets and full sheets of paper fit easily into the framework and it folds up to fit in a standard binder. This larger paper size more closely approximates blueprints for construction projects.

3.4 Conclusion

These twenty-one categories are based on my awareness of lesson planning based on my understanding of the classroom interaction. A framework model for planning such as this, with the categories written out and displayed around the edges, is prescriptive in the sense that it tells me what to notice. On other framework models there may be more categories, fewer categories, and different categories. Different teachers would perceive and understand their needs during the classroom interaction and plan accordingly.

From this moment, I began to ask other questions concerning the global nature of planning, implementing, and reflecting on the classroom interaction. The questions and categories are the topic of chapter four.

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[7] Caleb Gattengo, educator and author, developed the 'Silent Way,' an attitude and awareness of teaching and learning. For further reading refer to: What We Owe Children: The Subordination of Teaching to Learning. **Caleb Gattengo** (1970) New York: Educational Solutions.

CHAPTER 4

GLOBAL CATEGORIES FOR TEACHER THINKING AND LESSON PLANNING

4.1 Introduction

This chapter delineates the generative matrix composed of six global categories. I will investigate the following questions in this chapter. Compared and contrasted with the categories for thinking put forth by Purgason and Dangerfield, how does my own framework compare? Is the framework taking into account the suggested areas of lesson planning consideration? Does the framework introduce new criteria for consideration? If so, why are these criteria necessary? Why are they productive to supporting and enhancing teacher thinking, awareness, attitudes, skills, knowledge about teaching, learning and lesson planning? How does one determine criteria or categories for thinking about lesson planning?

4.2 The Matrix

Lesson planning is as individual as is teacher thinking, but it is possible to find common ground among individuals although they are unique through their experiences. To not be prescriptive in an approach to developing a lesson planning framework, I am proposing certain benchmark categories be a matrix, or points of origination. These benchmark categories are analogous to mankind's benchmark survival needs...love, food and shelter. These six categories form a matrix (see figure 4.2.1).

In an attempt to find the mythical "prime mover" categories, I suppose I run the risk of serious disagreement from others with a different viewpoint. Disagreement, or significant differences, however, can move us toward new awareness because our nervous systems, as a survival mechanism, have evolved to notice significant differences rather than similarities. Without being able to recognize differences and tension among ideas and between ideas and concrete reality, there would be no impetus to learn and grow. We should applaud differences and diversity through thought and action as positive evolutionary steps.

I propose that the very foundations of my teacher thinking about lesson planning and classroom interactions are based on this generative matrix. To do this I had to determine what forces and entities interact in teaching and learning. I believe that the categories or criteria below are global enough to account for all interaction considerations: (1) participants, (2) purpose, (3) actions, (4) content, (5) setting, and, (6) time. Furthermore, I believe that the analysis, understanding, and awareness of these can augment teacher development, teacher thinking, teacher planning, and teacher research.

4.3 Participants, Purposes, and Actions

In figure 4.3.1 (see illustrations), I have represented the interaction of the participants during a classroom interaction. The interacting forces, i.e., teacher, learners, family, institution, community, governmental agencies, society, cultures, determine the shape of the lesson. This figure analyzes, or separates, the seamless unity within these entities and within their interaction to better understand how they work together in synthesis. Analogously, let's consider another phenomena, that is, sight. People can see objects both far and near. One can focus on an object that is very near or on an object that is very distant, but not near and far simultaneously. So, separating the participants from their purpose and actions is a process that ultimately will lead back to synthesis. By drawing this figure in this way, i.e., by placing them together in this configuration, helps one understand the interrelationship among them within the classroom interaction. Each participant has a purpose and acts on that purpose.

I see the interaction of the participants as being very complex, similar to colliding universes. Many of the participants interact through other concrete experiences, e.g., on the street, in the supermarket, as well as the classroom interaction. Each classroom interaction is unique in the deepest phenomenological sense because through our moment to moment experience, our knowledge and awareness is constantly being transformed. Uniqueness is also guaranteed by the different cultures, the repositories of expectations, world views, theories and beliefs about the nature of language, and the nature of language learning.

No two teachers will or can teach or learn the same; no two learners can learn or teach the same. Furthermore, the communities will differ; the institutions will differ; the family cultures will differ. If one looks at the lesson interaction as a continuum, this is what one might see. Insofar as the expectations, theories, and beliefs are in concord, the interactive lesson will appear to be coherent to the participants. When the participants' expectations are not met, the discord is more prevalent.

discord **concord**
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The reflective aspect of the framework along with the provision for "as-built plans" can help the teacher to understand where the learners are (including the teacher), thus providing valuable data for building the classroom culture. The strength of the classroom culture is also regulated by the mixture of the participants. When all participants are more aware of which direction they want to go, and are going generally that way, classroom interactions can seem to be more in concordance.

Who are the participants in the classroom interaction? What does each bring to it? What forces affect it? In answering these questions, I will begin by stating the obvious; the teacher is an important participant. Some of the attributes that the teacher brings are the knowledge, attitude and awareness of the nature of: (1) learning and teaching, (2) of learning languages, (3) of the nature of learning a second language. This is modulated by personal emotions that are tempered by the environment and by one's own culture.[1] Quite simply, each one of us brings to the classroom the sum of what we are at that moment, what we know about the world, and our potential. Each one of us is a unique manifestation of human evolution at this moment.

The learner[2] brings the same attributes as does the teacher. Each learner has an agenda, emotions, theories and beliefs about the nature of learning and languages, as well as a culture, awareness, attitudes, knowledge and skills.

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[1] This is a brief description of classroom interaction participants. The attributes that each brings to the classroom interaction are too numerous and complex to discuss in totality in this paper. The idea here is to sketch the interaction for the purposes of understanding the position of lesson planning to teacher development and greater personal awareness of teaching and learning.

[2] For convention, I will differentiate between the learners and the teacher, but I believe that the distinction between them is virtually non-existent. Who is the teacher? Who is the learner? Who is learning and who is teaching? I believe that teaching and learning is reciprocal always. What is declared to be, i.e., the dichotomy of 'I'm the teacher; you're the learner,' doesn't describe the nature of human learning.

The learners' families influence classroom interaction, too. As repositories of the native culture, the family members interact with the teachers to varying degrees and have a direct influence on the learners. In most daily newspapers, one can find examples where parents try to directly influence some aspect of the classroom interaction, whether it's the content, the purpose, or the actions.

Each participant brings to the classroom interaction varying degrees of influence. One might argue that the society, for example isn't a participant of the classroom, but I contend that society at large has a tremendous influence on the classroom interaction. Obviously, societal factors such as music and television have a direct impact on the attitudes of the teachers and learners during their interaction.

The government, whether it's at the national level or the local level, influences the classroom interaction as well. One example of government impact on the classroom is the passing of a law or ordinance that mandates certain behavior or mandates certain tests for the students. The government controls agencies that impact teacher thinking and classroom interaction. Police and social workers are an aspect of government. All of these have a profound effect and affect on the classroom interaction and in turn lesson planning.

The community. Communities, which might be represented by a small town or a neighborhood, are an integral part of overall human interaction. Each unique mixture of people produces forces that manifest themselves as micro-cultures. Classroom interactions also create micro-cultures. One observable manifestation of this is the street-life in real time. How are the people in the community interacting? Is the neighborhood affluent or poverty stricken? Aspects such as these have a great influence on the attitudes and awareness of the participants. Real-time, concrete experiences in a community are very differently experienced from hypothetical, fictional time, i.e., television's hypothetical time and experiences.

The institutions that facilitate education and their educational settings have a direct influence on the teacher thinking, lesson plans, and classroom interaction. Institutions create their own micro-societies and micro-cultures within the limits of the interacting participants and the physical environment. The "school" influences teacher thinking, lesson planning, and classroom interaction by writing the curriculum, or educational mission statement. Considering the incredible diversity of just one type of private school, e.g., Jesuit parochial schools, one understands that education in the US is not monolithic by any stretch of the imagination.

There have been models drawn that show the participants of the classroom interaction as concentric circles, e.g., the teacher and learner surrounded by a larger circle that represents the institution, which is surrounded by the community, which is surrounded by the society or government. It's not that this model defies accuracy, it's just that it doesn't clearly demonstrate that the classroom interaction is directly influenced by all the participants whether they are individuals, i.e., teachers, learners, parents, principals, or by the other social entities, i.e., governments, communities, and institutions. The understanding of this framework for lesson planning and teacher development is aided by an awareness of the influences as they really are. It's not sufficient to merely state that lessons just occur between the teachers and students. Moreover, it's important to be aware that all the participants are swimming in a soup of cultures that could be characterized as the primordial sea of creativity and transformation powered by evolutionary forces.

4.4 Content

The content of a language class is organic and in the bodies of the participants. Languages live inside people and through that content the drama of the classroom interaction takes place.

In many ways, the classroom interaction, as we know it, is an attempt to mitigate and to narrow the potential learning possibilities inherent in any interaction. Biological learning occurs without regard to what is mandated to be learned by curricula, syllabi, or lesson plans. Learners don't just learn the grammar structures, for example, that are served to them. Learners absorb their environment both cognitively, affectively, and physically (air, water, food) on many levels at once, each one noticing what is mandated by individual inner criteria. Teaching grammar structure drills, pronunciation, or verb tense and aspect doesn't guarantee new awareness or learning by learners.

However, content in language courses is usually narrowed to some aspects of a language. The content is either prescribed, described, or negotiated depending on the perceived needs of the participants, their interests, and above all, by the power that each wields.[3] As a teacher and learner, one might receive prescribed language course content based on various syllabi directly derived from curriculum statements, which are in turn derived from the most powerful participants' notions about the nature of language, the nature of language learning, human nature, and world view.

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[3] In thinking about power, i.e., money, armies, national development, teachers and learners many times are on the bottom of the list. They are the least powerful and many times have no way to influence the content of the classroom interaction.

Language use competencies are contained in a basic definition of language itself: Language is semantics, syntax and pragmatics. These competencies are: (1) grammatical; (2) socio-liguistic; (3) discourse; and (4) strategic. They would be interpreted and implemented differently depending on the curriculum and syllabus in use in the school or institution. For example, a teacher working within the constraints of a structural syllabus, functional/notional syllabus, or a task-based syllabus would be required to constructed a differently shaped and conceived framework to coincide with different syllabus demands. As stated by Alice Omaggio-Hadley in her book Teaching Language in Context:

> In the Canale and Swain model, grammatical competence refers to the degree to which the language user has mastered the linguistic code, including knowledge of vocabulary, role of pronunciation and spelling, work formation, and sentence structure.... Socio-linguistic competence addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative functions, such as describing, narrating, persuading, eliciting information, and the like.... Registers range from very informally to very formally styled, and apply to both spoken and written discourse. Brown points out that the skilled use of appropriate registers requires sensitivity to cross-cultural differences, making this type of competence especially difficult to attain.... Discourse competence, the third component of the Canale and Swain model, involves the ability to combine ideas to achieve cohesion in form and coherence in thought. Strategic competence, the final component of the model, involves the use of verbal and

nonverbal communication strategies to compensate for gaps in the language user's knowledge of the code or for breakdown in communication because of performance factors. (Omaggio-Hadley: 6)

These four competencies (see figure 4.4.1) in combination with the four skills account for most, if not all, possibilities of language content in a classroom interaction. Of course, these competencies need to have the underpinning of thought. So, thinking skills, which are very cultural in nature, should be considered part of language content. This, then, is my understanding of content...the overt, language content, and the (sometimes) covert social content.[4]

4.5 Setting

The physical environment, or setting, of a classroom interaction weighs heavily on teacher thinking and lesson planning. In many instances in the US, the setting is more in the realm of opportunities than constraints. With superior facilities, technology, physical plants, books, and such, education in the US generally fares better than in most other countries. However, this wealth of technology and resources isn't found in many inner cities and poor rural communities that have very limited facilities and resources. If one teaches in a setting outside the technologically developed world, the educational setting can be very difficult, indeed. Opportunities to teach and learn using the recent technological advances are limited in both impoverished inner cities and in most countries abroad. Lest one inadvertently believes that technology is the magic bullet, the panacea, for solving the perceived problems in teaching and learning, let me quote Earl Stevick. He states "...that success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in the classroom." (Stevick: 4) Technology is but a part of the process of teaching and learning.

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[4] I am describing the content of language courses in terms of language competencies. Others have proposed different definitions of language proficiency. "Larsen-Freeman (1981) identified five areas of communicative competence in the SLA research was being conducted: linguistic form, pragmatic/functional competence, prepositional content (meaning), interactional patterns (e.g., conversational rules governing how speakers procure and relinquish turns [oral practices], and strategic competence. Bachman and Palmer (1985) in their descriptive framework of language competence identified two superordinate types of competence (organizational and pragmatic) and four subordinate types: grammatical, discourse, illocutionary, and sociolinguistic. (Larsen-Freenam, Long:39)

Much of the time, the constraints of the setting need to be taken into account during lesson planning. Working in a refugee camp has demonstrated that the setting has a great deal of impact on the classroom interaction. It's obvious that hungry, tired, disoriented, hot, and dirty people can't study as well as people who are not in this condition. On the other hand, the learners' purpose and actions can help to mitigate the effects of these conditions.

4.6 Time

An inescapable phenomenon is time. In lesson planning for a classroom interaction, teachers have to consider how time will provide opportunities or constraints. Is the lesson three hours or only fifty minutes? Is the lesson at night or during the day? Do the students work all day and then come to class? What are the learners going to do while you are giving directions? The list of time considerations for teacher thinking, lesson planning, and for classroom interaction is long.

4.7 Categories and sub-categories from Dangerfield, Purgason, and the Framework

The matrix of the six global categories, participants, content, purpose, action, setting, and time, provides the basis for choosing the appropriate sub-categories for a lesson planning framework. If one looks at the lesson planning considerations of Purgason, Dangerfield, and framework number two, one will find that they consist of various amalgamations of these global categories. First, look at the categories that Dangerfield postulates as being essential for lesson planning (see figure 4.7.1).

My proposed global categories are partially represented across an array of sub-categories in Dangerfield's article. It is noteworthy that the category, 'setting,' is absent. Clearly, the setting of any classroom interaction will be a factor in planning. Of the six different participants that I propose having some influence on a given classroom interaction, only the students and the teacher are represented. I can't determine what the purposes and actions of the students would be.

Many questions are raised by the analysis of the Dangerfield article. For example: what are the purposes and actions of the teacher? How does the teacher determine if the aims and activities are achievable by the students? Would the activities be product-oriented or process-oriented? Since learners acquiring a second language acquisition are in the process of constructing an interlanguage (IL)[5] to represent their idea of that language, is one particular aim, goal or objective going to be valid for a classroom of students? What role do the students play in determining their own aims? Furthermore, what is the teacher supposed to learn from reflection on the lesson? Are there any teacher goals to be considered for this lesson plan and for this classroom interaction?

I notice that content is represented in a great variety of ways, but it is difficult to determine if the article is favoring a certain syllabus, or was being prepared with a specific curriculum in mind. In other words, can I determine what Dangerfield believes is the nature of learning, the nature of language learning, his theories and beliefs about pedagogy, and his world view from reading this article and from analyzing his categories? Many questions are raised by analyzing this article.[6] Although Dangerfield touches on all the global categories I proposed except setting, I believe that the teacher thinking behind lesson planning must be more complex.

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[5] "The language system that the learner constructs out of the linguistic input to which he has been exposed has been variously referred to as an idiosyncratic dialect (Corder 1971), an approximative system (Nemser 1971), and an interlanguage (Selinker 1972)." (Larsen-Freeman: 60) "...[The] three principles governing IL development: (1) ILs vary systematically; (2) ILs exhibit common accuracy orders and developmental sequences; (3) ILs are influenced by the learner's L1. (Larsen-Freeman: 81)

Dangerfield's article offers perspectives of the teacher thinking that underlies lesson planning. However, Purgason's article on lesson planning seems more comprehensive because it considers more sub-categories and more complexities.

Purgason has provided a comprehensive view of teacher thinking and lesson planning considerations (see figure 4.7.2). She has touched upon all six of the global categories. There is a great deal of emphasis on the participants, their purposes, and their actions. Purgason's underlying teacher thinking in this article describes her views of: (1) the nature of teaching and learning; (2) the interactions of the participants, purposes, actions, time, content: and, (3) the setting. Her description is similar to my own and reinforces my judgment that the teacher thinking that supports lesson planning is very rich and complex, indeed.

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[6] It isn't within the scope of this paper to totally analyze the thinking and world view of Mr. Dangerfield or Ms. Purgason. I am using their ideas to compare and contrast topics that will illuminate my ideas.

My own example of teacher thinking about lesson planning is less comprehensive than Purgason's, but more comprehensive than Dangerfield's (see figure 4.7.3). Each of us has put forth statements that try to describe the six global categories that one must consider when thinking about lesson planning. The value of these analyses is that it provokes thought about all the possibilities that could arise in thinking about lesson planning. When one considers that each teacher and each learner is unique, and that each classroom interaction is unique, it follows that the value of discovering the global categories and sub-categories is to help teachers and learners to become aware of the complexity and diversity in learning.

4.8 Conclusion

By trying to understand the thinking that supports lesson planning, my aim is to provide a platform from which teachers will be able to choose their own important categories and sub-categories from a pool of possibilities. Awareness of the importance of a particular category or sub-category will change as the participants within the classroom interaction change. When teachers' and learners' change, the sub-categories derived from the global categories will change. The attempt here is to discover, or uncover, and to write down as many sub-criteria, or sub-categories for teacher thinking about lesson planning as is possible. This is a big endeavor, but during the Sandanona Conference I had assistance. I solicited the help of some of the faculty and students of the School for International Training. This next step was crucial in the search to define and place the criteria representing lesson plan in such a way that the concrete experience of the classroom interaction and the teacher thinking about lesson planning would be represented on the semantic map plan. We are now getting at the heart of teacher development, effective, reflective teaching, and teacher action research as I perceive it for this lesson planning framework.

CHAPTER 5

SANDANONA CONFERENCE WORKSHOP, TEACHER INTERVIEWS, AND CONFERENCE DATA

5.1 Introduction

So far, during this quest for answers about teacher thinking and lesson planning, I have discussed my own views and the views of the authors of several articles about lesson planning and research on teacher thinking. The transformation of my own thinking and planning seems to have moved in the same direction of research and teacher thinking in the field. The understanding and awareness of lesson planning have transformed, at least in the minds of some teachers and researchers, from an industrial, linear model to one that is more comprehensive. It is safe to say that as the model of lesson planning changes, so changes the descriptions of what human beings are, how they learn, and how they learn languages. As explained through the experiential model of learning, awareness, knowledge, skills, and attitudes about teacher thinking and lesson planning are inexorably transformed into new shapes. Teachers' theories and beliefs about classroom interaction and the planning for those interactions are influenced and surrounded by opportunities and constraints from our society, different world views, and various cultures. This reflects my own experience as well. My theories, beliefs, and subsequent actions in the areas of thinking and planning were transformed by growing awareness through the sum of my experiences.

This chapter begins a discussion of other teachers' thoughts and reactions about the topics of teacher thinking and lesson planning. Although the substance of previous chapters has been diachronic, charting a course across twenty years, this chapter's content is more synchronic. It concerns fresh information gathered in a workshop and in interviews within the last few months. I approached this research ethnographically and qualitatively, leaving as much space as possible for readers to interpret the data. I will draw parallels and sketch connections, but cementing facts is very difficult because the topics, thinking and planning, don't permit prescription except on a very global level.

5.2 Sample of Teachers' Thinking about Planning From The Teachers of Teachers at SIT

As part of my research and planning for the Sandanona Conference,[1] I decided to sample the thinking of some SIT teachers. I wanted to know what resources they referred to, and what characterized their thinking about planning. I wondered if I could I discern any similarities in attitudes, awareness, knowledge or skills that would support my ideas about using a large format, global categories, reflection, and research.

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[1] To participate in the Sandanona Conference, a course requiring a presentation of personal research, each participant presents a workshop, a paper, a demonstration or a symposium. It is presented in a manner similar to a TESOL conference. It is part of the course work of the Master of Arts in Teaching program at the School for International Training (SIT).

I began the search by requesting some textual references from the teachers. I sent out a memo to all of them asking for references about lesson planning. I received four responses in all. Considering that I had sent twenty memos, receiving only four replies left me somewhat confused. When I inquired about this lack of response from my academic advisor, he intimated that lesson planning "didn't get the juices flowing" among the teaching staff.

This could mean several things, I conjectured. First, the teachers are too busy to respond to all inquiries (they get many) and thus respond only to those that interest them. Second, they don't think about lesson planning in terms of teacher thinking issues and perhaps tend to trivialize it. Perhaps my memo referring to lesson planning conjured up ideas about making lists, outlines, PPU (presentation, practice, and use schema). I had hoped to find many textual resources and instead found that the topic of lesson planning provoked very little interest among them.[2]

The first teacher I interviewed (and who also responded to the memo requesting books) was Donald Freeman, a noted scholar and author on the subjects of teacher development, teacher supervision, and teacher thinking. Freeman suggested that I read chapter nine, 'Teachers' Thought Processes' by Clark and Peterson, in The Handbook of Research on Teaching. This chapter was extremely relevant to my research and supported and broadened many of my ideas about teacher thinking and lesson planning.

In this article I found the following data that seems to support the attitude of the teachers working at SIT.

> ...[M]ore experienced teachers tended to be less systematic planners, to spend less time planning, and to concern themselves with planning the flow of activities for an entire week rather than with the fine details of each lesson (Clark and Peterson:265 from research by Sardo).

Furthermore, on the subject of whether the linear model from the 1950's[3] had merit, Neal, Pace, and Case(1983) stated that:

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[2] Actually, this was a valuable discovery because it reinforces my idea that many teachers don't automatically have declarative knowledge of their own teacher thinking and their own lesson planning strategies. They know that what they do works, but perhaps can't describe what they do, how they do it, or what is more important to this paper, why they do it in any great detail. Please don't mistake this statement as a criticism of anyone. The general topic of this paper is self-awareness through analysis, contemplation, and discussion of concrete experiences -- planning for classroom interactions, classroom interactions and reflection on classroom interactions. To become more self-aware, one must have the following: (1) The opportunity and time to reflect; (2) The understanding that self-awareness is a worthy objective; and, (3) An awareness of how one can pursue self-awareness. It isn't automatic that every person will recognizes the value of self-awareness.

[3] This model is the same lesson planning model that I met previously (chapter one, Lesseinger article) in the mid-seventies' teacher training. It is described as follows: The logic of an industrial production

> They found that both undergraduates and experienced teachers expressed moderately favorable attitudes toward the systematic planning mode, but that experienced teachers believed that it was useful mainly for student teachers and not for themselves.... [T]hey believed that it took too much time, was unnecessary, or was implicitly rather than explicitly included in their informal planning. The student teachers reported that they followed the systematic planning model closely when they were required to do so in planning sample lessons, but, when not specifically required to, most reported not using this model in planning practice teaching lessons (Clark and Peterson: 265).

The linear model of planning, although understood and used by experienced and novice teachers, and supported by educational institutions,

> ...[T]he systematic model was not the approach of choice for either beginning or experienced teachers (Clark and Peterson:266).

Thus, the SIT teachers, believing that I was looking for information about Tyler's model of lesson planning or perhaps something similar, had no interest because they found that model and the entire topic to be of little interest.

Donald Freeman, in his interview about his planning, mentioned that teacher thinking contains lesson planning

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system underlies the most widely prescribed model for teacher planning first proposed by Ralph Tyler (1950). This linear model consists of a sequence of four steps: (a) specify objectives; (b) select learning activities; (c) organize learning activities; and (d) specify evaluation procedures. This linear model has been recommended for use at all levels of educational planning, and thousands of educators have been trained in its use. It was not until 1970 that researcher began to examine directly the planning processes in use by teachers and to compare what was being practiced with what was prescribed (Clark and Peterson: 263).

within it and that that subject, teacher thinking, is very interesting to him. He talked about his planning as being characterized by attention to the flow of activities, to establishing routines. That he sometimes establishes criteria for the plan after teaching (during reflection) seems to coincide nicely with Clark and Peterson's chapter stating that 'teachers spend the smallest proportion of their planning time on objectives' (Clark and Peterson:263).

After interviewing Freeman, I had the opportunity to interview Patrick Moran about his thinking and planning as well. I asked: What do you do when you plan? He stated that:

1. He considers the subject matter or content -- the 'what' of the lesson to be very important.
2. The affect, the emotional aspect of the learners, is very important.
3. Paying attention to content with learner in the context is important.
4. Among teacher priorities are to relax, to laugh, and to have some fun.
5. The classroom experience is student-centered and being an experience, it is ultimately seen as part of the experiential cycle...the concrete experience.
6. Writing down a plan, in what ever form, is an attempt to gain control over time, content, actions.

7. There are learners objectives.

8. There are teachers' objectives, e.g., to accomplish smooth transitions today, to monitor my use of tag questions, to give clear directions.

9. Part of planning is specifying learner participation activities, i.e., groupings, change directions, more or less explanation, more help or practice.

10. Teacher reflection of the lesson is important and is cyclical, e.g., the experiential model.

11. The teacher must monitor the students' affect. How are they responding to the activities and content? When is it best to use high risk versus low risk activities?

The Moran interview was very interesting because he mentioned one aspect of lesson planning that I believe is crucial to teacher development but hadn't been mentioned in previous articles. This is the aspect of teacher objectives, goals, or aims, i.e., a specific, individual learning plan for teachers. In the lesson planning descriptions and models reviewed so far, there has been no mention of teacher objectives. Lesson plans are for teaching the learners, not for teacher learning. Moran, however, brings up the idea that lesson plans can be for teacher learning as well as student learning.

Although both Dangerfield and Purgason talked of teacher reflection as part of the lesson plan, neither mentioned that the lesson could be a declared and conscious part of teacher learning through reflection. It was mentioned that teacher reflection could be useful for looking for weaknesses in the plan or for re-planning activities for other sections of the same class.

The idea that lesson planning can be used for teacher learning corresponds to the notion that, by using the large lesson planning framework, one could hold the learner objectives and the teacher objectives in the same visually semantic field. I was pleased to notice that other teachers' ideas would dovetail with my framework. The classroom interaction represents the concrete experience of the experiential learning model. That is followed by reflection, abstract conceptualization, and active experimentation.

Moran pays attention to the emotional status of the learners. This has been interpreted by Purgason and alluded to by Dangerfield as student needs. Moran is aware that the emotional energy represented pedagogically by the affective domain demands careful attention. Realizing, declaring, and planning for these aspects of lessons can help develop teacher self-awareness in cycles just as a language is learned in ever-expanding cycles of awareness.

The third teacher I interviewed, Kathleen Graves, was asked about her planning with the following question. What do you think about when you plan a lesson? In terms of specifically planning for a speaking module (remembering a concrete experience), she mentioned the following areas: (1) How to connect the current classroom interaction to the previous one; (2) how to sequence activities; (3) How to determine students' proficiency; (4) How to decide on the roles of the students, i.e., how to utilize student energy; (5) What types of interactions will I plan for the participants; (6) Will there be teacher-posed questions or student-posed questions; (7) What are the teacher's learning objectives (as contrasted with student learning objectives); (8) To think of reflective questions for herself -- what I do, how I do it, and why I do it?

Similar in tone and substance to the Moran interview, I found that Graves attends to teacher learning as well as to student learning. That lesson planning contains within it teacher learning seems to be a paradigmatic shift from the teaching models and lesson planning models that came before. Although it's more of a shift from the Tyler article than from the Purgason article, it is a substantial shift. If teacher learning is a part of teacher thinking about lesson planning, it must be that teachers are learning how to teach each day as they do their work. This learning is conscious, declared, and used to foster teacher development.

Bill Conley was also kind enough to be interviewed about his planning. He responded to the question. What do you consider when you plan? He stated that:

1. Although he knows that he is supposed to think linearly, as in 'objectives lead to activities,' he tends to think in terms of activities, time, sequence[4]. He looks back to the last class to get clues about extension or review of content he needs to follow in the subsequent classroom interaction.
2. The classroom interaction will have a beginning, a middle and an end.
3. He thinks about a topic that will lead to an activity that will lead to objectives.
4. First comes creative activities for the students from which I can deduce the objectives. Will the activities match the objectives?
5. He wants to develop activities that will facilitate long-term retention of knowledge, awareness, and skills within the students.
6. He writes in a course notebook in which he reflects on the classroom interaction as an aspect of teacher/personal development.

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[4] Bill Conley is one of the hundreds of thousands of teachers who was trained to use the Tyler industrial model of lesson planning. Is he feeling guilt about not using it?

7. He values collaborative lesson planning in the SIT environment.

8. He knows that the written lesson plan is always modified by concrete experience classroom interaction.

9. He must consider implementation of activities and materials carefully.

10. He must pay attention to student participation and student learning styles.

11. He must tend to constraints such as time of day, students energy levels, and context problems.

12. He knows that the classroom interaction is complex because each one of us is a universe unto him/herself.

After these interviews, I better understood that each teacher has very personal beliefs and theories about teaching and learning, and embedded within these are thinking and lesson planning. These theories and beliefs are so profoundly deep in nature that it is as impossible to think and teach differently as it is to be a different person. Each teacher has established sub-categories that emanate from the six global categories; participants, purpose, actions, content, time, and context to help them understand the nature of a specific classroom interaction. Because each of the sub-categories is specific for them personally in a specific situation, it is virtually impossible to prescribe sub-categories.

Also, I realized that none of them used the Tyler model of lesson planning; that their ideas about planning were not linear in nature but more cyclical; that each one of them considered carefully the students as human beings; that the students' needs reflect their personal needs as well as their institution's needs. It's obvious to me that each interviewee has asked him/herself these questions: (1) What model of human being do I have in mind in thinking through this lesson plan? (2) What are my values regarding my students as human beings?

5.3 Sandanona Conference -- Workshop Outline

By this time, the end of the MAT course work at SIT, I had a workable framework for planning lessons. It was a large piece of newsprint with various categories around it. These categories held visual cues to prompt me to consider assorted sub-categories of the global categories of time, setting, content, participants, purposes, and actions. The sub-categories were not permanent but changed with the needs of the classroom interaction. Also on the large sheet of paper were areas for maps, bubble diagrams, sketches, and lists. Completing the visual cues were areas for teacher reflection about the lesson as well as teacher goals. The framework paper also made space for research documents (see figure 5.3.1 for an example of the framework I used to plan the conference workshop).

The Sandanona Conference gave me a chance to show this variation of the framework (see figure 5.3.2) to other MAT students and ask them to try it out. In trying it out, I hoped that they would give me some insights into what is their teacher thinking. Of course, participant learning involves their discovery of their own thinking and how their thinking supports their planning. They would also be able to answer many questions, pose more questions, and to make comments. I believe that the data from the conference is very valuable to the validity of the framework.

As I stated before, the workshop's purposes were: (1) To stimulate the participants to think about their own thinking and planning; (2) To ask the participants to plan a lesson based on a scenario, thus providing a common experience for all of them; (3) To present to them the global categories for lesson planning considerations -- participants, purposes, actions, content, time, and setting, and ask them to brainstorm with each other to identify subcategories with which to plan the lesson; (4) To ask the participants to plan an individual lesson on an individual framework paper that would represent their thinking, and at the same time, to act as resource persons for each other. (5) To gather participant comments about the usefulness of the framework.

I intended to make this experience as non-prescriptive as possible. I did provide a scenario (see figure 5.3.2), the global categories (see figure 4.2.1), an assortment of potential sub-categories useful for planning a lesson (see figure 5.3.3), and the framework paper with the intent that the teachers would create a personal framework that would reveal their thinking to themselves, primarily, and secondarily, to me. The attempt was to provide just enough materials and ideas to stimulate them without directing them toward anything but their own thinking.

5.4 Samples of Teacher Thinking About Lesson Planning

I began the workshop by having the participants complete a sentence. I decided to use this method of inquiry because it's less prescriptive and allows for broader, more interpretive answers. Below are the answers I received from the participants, taken word for word exactly as they were written, to sentence one: I make lesson plans because...

(1) I want to have some guidelines for class activities and for focused preparational thinking.

(2) It is a means of conceptualizing and clarifying thought for teaching [teacher thinking].

(3) It frees me to be present with the students. It allows me to know how what I'm doing today connects

with my larger vision; it helps me remember what I'm doing.

(4) --Not answered--[5]

(5) They help organize my thoughts. They are a place where I can keep track of notes, keep continuity within the unit (larger scope).

(5) It focuses my points to be taught.

(6) I want to prepare and, to help structure the lesson, to think through possibilities, for a sense of security. To explain and prepare needed materials and resources, to look at potential gaps.

(7) I feel organized, prepared, and "ready" to teach the subject matter.

(8) Because it frees me to focus on my students during the class.

(9) It helps me think through the class and what we'll do. It helps me keep track of what we've done. I can write down any changes or note student reactions to lessons. It helps me think of future lessons.

(10) I like to have an idea of what I'm going to do before I get there.

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[5] In some cases some of the conference participants didn't complete the sentences. It could be that they were busy with some other workshop task and ran out of time.

(11) Because "winging it" just doesn't cut it. I can be more efficient and effective and I can include more variety.

(12) It helps me prepare for a class and really makes me think about my goals and objectives for a particular class and or activity.

(13) Because I have to.

(14) It frees me to concentrate on the unfolding of the class -- also, as a building process for learning.

(15) I want a sense of the whole, the blueprint. It's a launching pad for objectives and a means of evaluation.

(16) I think I will teach more effectively if I have a well thought out plan in advance.

(17) I want to be organized and accomplish my goals.

(18) It helps me see the curriculum develop and plan my orchestrations.

(19) It's a game plan that leads me to my goal.

(20) --Not answered--

Interestingly enough, the findings above match quite well with the other research from Clark and Peterson.

> Findings from research on teacher planning suggest that teachers have as many reasons to plan as they have types of planning. Chalk and Yinger (1979b) found that teachers' written responses to a question about why they plan fell into three clusters: (a) planning to

> meet immediate personal needs (e.g., to reduce uncertainty and anxiety, to find a sense of direction, confidence and security); (b) planning as a means to the end of instruction (e.g., to learn the material, to collect and organize materials, to organize time and activity flow); and (c) planning to serve a direct function during instruction (e.g., to organize students, to get an activity started, to aid memory, to provide a framework for instruction and evaluation). (Clark and Peterson:261,262)

I would like to focus on a few of these statements. First, I find response number thirteen quite interesting. If it isn't a flippant answer, it helps describe institutional influence on teacher planning. Some principals require that teachers turn in plans in order to monitor teacher thinking and planning in their role as administrators and managers. Since teacher planning can be seen as a window into thinking, the lesson plans themselves can reveal a great deal of the theories and beliefs of the teacher. This could be important to many principals or administrators in certain situations.

Another consideration of "having to do it" could center on the need for substitute teacher lesson plans. As stated by Clark and Peterson:

> ...[T]eachers also indicated that special plans were necessary for use by substitute teachers in the event of absence of the regular teacher. These plans for substitute teachers were special both because they include a great deal of background information about how "the system"[6] in a particular classroom and school operated and because the regular teachers tended to

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[6] "The system" refers to the idea that each school is a discourse community. There are different discourse communities, some larger, some smaller, e.g., a family, a club, a university department, a society.

> reserve the teaching of what they judged to be important material for themselves, and they planned filler or drill and practice activities for the substitute teachers. (Clark and Peterson:262)

I also want to focus on response number fourteen. This response interests me because it suggests that lesson planning can be a learning aid, "as a building process for learning." My thesis states that lesson planning can inherently be a learning tool for the teacher. I agree that lesson planning can be a building process if one systematically builds a framework and consistently applies critical thinking skills in analyzing the what, the how and the why of teacher thinking that underlies the lesson planning.

The final point I want to highlight concerning these initial responses is the idea that the preactive phase of teacher thinking about planning helps them to be more spontaneous during the classroom interaction. Responses number three, eight, and fourteen touch on the idea that teacher awareness of nature of the classroom interaction -- unpredictability -- is important. The prepared teacher who has done preactive thinking, is better able to understand the learning juncture of the students, the somewhat unpredictable opportunities, and constraints of the concrete experience (classroom interaction). The awareness of and the ability to spontaneously interact with the learners at their precise points of learning is the essence of teaching.

The idea that learning in classroom interactions is characterized by "be here now" awareness dovetails nicely with Vygotsky's idea of the "more competent other" supporting learning as the learner progresses through the ZPD (see illustration 2.2.1). The classroom interaction is anything but static, and being free to be with the learner entails being free to move and change direction to follow the flow of learning. I hope that this lesson planning framework helps teachers and learners to be more spontaneous.

5.5 Samples of Teacher Thinking About The Framework

After gathering the thoughts from the teachers about why they make lesson plans, the participants proceeded through the process of using the framework to plan a lesson derived from the scenario, generating the sub-categories, thinking and planning. The participants seemed to be engaged in the process. Unfortunately the workshop was only an hour in length and since the topic of lesson planning is embedded in teacher thinking, a topic that is very large and difficult to encompass easily, some questions about using the framework went unanswered.

Following is the ethnographic study of sentence completion number two[7]: I think this framework has potential to help teachers because...

(1) It encourages global considerations -- what impact your lesson will have on your your future lesson plans and also, immediately, today's lesson.

(2) It offers a chance to freely brainstorm which would bring up many categories and aspects of a lesson that aren't so freely generated.

(3) Helps teachers to see the big picture and address the interactions of planning a lesson.

(4) --Not answered--

(5) It could help focus the teacher.

(6) It is visual, reflect[ive], and gives gainful insight.

(7) It gives teachers a good place to think, a place to justify what they are doing, a place to plan.

(8) --Not answered--

(9) It brings together physical limitations with learning and strategies for planning, plus, seeing a multidimensional framework of teachers and students interacting.

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[7] I entered the comments in order. Number two sentence completion has many entries, i.e., (1), (2), etc. Comment number one in sentence completion two, as well as from all the other sentence completions, are from the same framework prepared by the same individual. It's possible to read these comment two ways: (a) each comment group; or (b) comments of one individual across all the completion tasks.

(10) --Not answered--

(11) --Not answered--

(12) It forces the teacher to look at different ideas and see how they do/don't inter-relate.

(13) --Not answered--

(14) It looks at the big picture, something that I had trouble with during my internship. I concentrated on planning an activity much more linearly and often had to step back and take another look.

(15) Because I've used it.

(16) It is a powerful reminder of what is important.

(17) It helps us consider the variables and alternatives in what goes into a lesson.

(18) Most of them [teachers] are very unconscious about what they take into consideration.

(19) It allows the teacher to get a clear picture of what can be accomplished, looking also at the "hows" and the "whys."

(20) It reminds me visually of the big picture.

Question number three: The strengths of this framework are...

(1) Large paper, informative and thought provoking questions.

(2) The brainstorming aspect and the reflection/research are strengths.

(3) It takes into consideration all the detailed facets of student learning needs and teaching tools/knowledge at one's disposal.

(4) The big picture is present; everything is possible; creativity abounds.

(5) Its simplicity.

(6) Such as to explore one's own characteristics for teaching...one's style, purposes.

(7) It's a big place to spread my thoughts out. It focuses me to really think things out.

(8) Interweaves ideas, allows for action/reaction.

(9) The completeness of it and the importance of it for teaching.

(10) Its exhaustiveness. It encourages reflection and it's globally detailed.

(11) That it gets teachers thinking about [the] lesson planning process. The handouts are extensive so I can continue these insights in my teaching. It's fun to see how others do lesson planning. I can borrow techniques that I like. I love the big paper! By comparison, I can see how I do lesson plans. I really like the broad five categories. Loved the music.

(12) That it allows you to think through ideas clearly.

(13) The strengths: keeping priorities insight, includes elements that might get lost because they operate

unconsciously, e.g., participants -- it's in the back of my mind when planning because I know them, this brings them to the fore.

(14) I think it will work for some teachers better than for others, especially for those who are helped by visual and conceptual thinking.

(15) [That it's] comprehensive and instructive. Subordinates pedagogy (how) to what, who, and why.

(16) It prevents us from overlooking things in our approach so that it will be more balanced.

(17) Can work for both linear and non-linear thinkers; Helps identify areas where a lesson may "go wrong" (e.g., it makes assessment more accessible).

(18) Reminds [them] of how global a view teachers can have. If a teacher is in a rut, this may help them get out of it.

(19) That I was able to let my mind flow with no "pressure." I thought out the lesson from many angles. This is useful!!

(20) It's visual and I'm a visual person. Helpful categories.

Question number four: The weaknesses of this framework are...

(1) Too many areas to think about. Can't you give another set of intermediate categories? The lists are too overwhelming.

(2) That some teachers are not visually oriented, but it also lends to non-visual dimensions of lesson planning -- a strength.

(3) That it's a very involved model, but certainly workable given time and practice.

(4) Not sure. I sense it's probably more helpful than not.

(5) That it can be very loaded with information.

(6) To be self-disciplined to sit down and honestly do it.

(7) It takes time, and as a teacher I usually do not have that much time, but I can see using the framework at some intervals in my class.

(8) May lead to theoretical thinking rather than concrete thinking. Difficult to bring down to concrete level?

(9) The complexity of it and the time it takes to fill out.

(10) Lengthy, not too clear where to start, time engrossing. Perhaps too much material was introduced but for those of us who will use this...it is extraordinarily rich and productive.

(11) It's such a huge topic that you didn't have time to explain and let us try things out. I think you need to make the choice between providing the information and letting us try it out.

(12) It would take rather large amounts of time to do on a regular basis.

(13) I seem to want to be more linear. Is that just learned behavior?

(14) That it helps me but at the same time it can be overwhelming.

(15) [That it's] difficult to put all this on one sheet of 8 x 11 paper, the most convenient size for retaining a record. I would probably do this only once, at the beginning of the course. Subsequent plans would focus on PPP. [This is perhaps a reference to P (presentation), P (practice), and U (use)?]

(16) Its strongest point could also be one of its weak points. The amount of information included in it can put some people off.

(17) --Not answered--

(18) It's hard to know what to edit out. I can get stuck just thinking about all the factors in a lesson. Makes it hard to get started.

(19) Out of the five categories, four seemed fixed. Purpose was the most flexible.

(20) Requires practice to get used to it.

Question number five: I will/might/won't try to use this framework later.

(1) I might try it once I have a more global picture of the units/ways the framework and syllabi come together.

(2) I will, particularly the brainstorming categories aspect.

(3) I think that I would use this framework, but I may start with a simplified version and add components on later.

(4) I think I plan rather globally (like this) in general...but I don't do it in this visual a manner. I may try it to see what happens.

(5) Might....

(6) I will utilize this framework...always keep myself on my toes.

(7) Yes, I can see myself using it in the future, again, not for every lesson but maybe to help me plan a class.

(8) I may.

(9) Try.

(10) Will...in teacher training.

(11) I'll definitely try this out.

(12) Might...I am ridiculously resistant to change, but I see this as a way of thinking explicitly about my teaching. Perhaps by setting up a skeleton framework

and then filling in the details for each lesson, I would be able to avoid the difficulty of sitting in front of a blank computer screen for hours trying to figure out what I want to do.

(13) Yes. I like keeping all my important issues in sight. I think (as I think you intended) that I will adapt it to my own style of planning.

(14) I definitely will use this type of framework in the future and am willing to explore a variety of ways to approach planning, a challenging and yet fundamental aspect of teaching.

(15) Will..., but I may need to add a category for the requirement below.

(16) Will....

(17) I think in some form, I already utilize it, or a variation of it. I might try the large format. It feels "freeing."

(18) Might.... It's almost easier for me to do a plan first, then to go back and refer to a list of criteria that I should've taken into consideration.

(19) I'm wondering if this will be useful for teachers training this summer. I think I'll use it!

(20) I might. I need time to work on it.

Question number six: This workshop has provoked thoughts about...

(1) The need for keeping things simple. Not every activity has to be comprehensive. Also we only concentrate on teachers' instructions toward the student. What about students' learning styles, student needs, student generated material? [This participant didn't seem to understand that very little was prescribed in this workshop. Each participant draws his/her own conclusions. If those aspects are important to the participant, then the participant should include them in his/her sub-categories.]

(2) The dimensions involved if we let our thoughts go.

(3) How involved effective lesson planning is and what steps I should make to succeed in this area.

(4) I'm curious as to how our big sheets might compare with each other. I think I'd like to read your IPP when done.

(5) What is important for me in my lesson and what is important for others. In thinking about all that can go into a lesson, how do we expose teachers to the areas they might want to think about in his/her lesson. You're "What about..." posters show how complex it [preactive thinking and lesson planning] can become.

(6) The way I conceive a lesson. What is involved and how to accept it; strength and weaknesses and ability to change.

(7) What do I really put into a lesson? Do I take everything into consideration when I go into the classroom?

(8) How I plan lessons. This workshop was a useful beginning to thinking about thinking. It was difficult, though, to take in so much material in so short a time.

(9) The immense realm that teaching interacts with and has to keep in mind in order to produce successful and sensitive lessons.

(10) Further thoughts about planning.

(11) How to teach a two-hour unit on finding apartments. All the constraints. Sharing lesson planning.

(12) How can I prime the pump when making a lesson plan...give myself something to start out with, as opposed to starting from scratch every time.

(13) How I plan; what I include. Why I plan the way I do. How I can make my planning and hence my teaching more effective and efficient.

(14) The workshop was valuable in taking a global view of lesson planning. As always, I just scratched the surface and have many thoughts and questions to look into.

(15) Non-pedagogical requirements of teaching -- grant support.

(16) How important it is to have background information about the student you'll be working with and the differences in our teaching styles (comparing notes with my partners).

(17) The power, excitement, and synergy of working and planning with others. How I go about my process of planning. I realize that I'm very global.

(18) How I go about lesson planning.

(19) The benefits of thinking about one's lesson plans deeply and from different perspectives. I'd like to talk to you about it more.

(20) Where I will be teaching, how I can work with this framework, and how much thinking I need to do.

5.6 Conclusion

Chapter five has described both interviews and a conference in its goal of gathering teachers' thinking and planning. Rather than searching diachronically, it searches synchronically for data, comments, thinking and planning from a wide variety of people, all of them teachers and learners.

The interviews and data that I gathered from the teacher interviews further deepened my understanding and supported my intuition about teacher planning. They also further verified the research found in Teachers' Thought Processes by Clark and Peterson (1986). After interviewing four SIT teachers and analyzing their comments, -I could determine, certainly to a degree what characterized attitudes, awareness, knowledge or skills that characterized their planning.

I felt a great sense of excitement when I completed the Sandanona Conference Workshop. Along with their written comments, many participants stated that the conference topic was very interesting and got them engaged in really thinking about their own thinking and planning.

As I stated before, the workshop's purposes were: (1) To stimulate the participants to think about their own thinking and planning; (2) To ask the participants to plan an individual lesson on an individual framework paper that would represent their thinking, and at the same time, to act as resource persons for each other. (3) To gather participant comments about the usefulness of the framework.

Beyond a doubt, I found that the participants were thinking about their own thinking and planning. This is exactly what I had hoped for because this thinking could lead them to more self-awareness and personal growth in their teaching...to the "why" of their thoughts and actions in teaching, as well as the "what" and "how."

CHAPTER 6

CONCLUSIONS WITH IMPLICATIONS FOR TEACHING AND LEARNING

6.1 Introduction

I began this paper by declaring it to be a quest, a discovery process paper. At this point I hope that I have presented enough facts, opinion, data, descriptions, and anecdotes to give credence to my thesis and the questions generated by it. Below are the main questions.

> To begin, please consider these questions. Can teachers use lesson planning to pursue teacher development? If the answer is yes, how can they use lesson planning to achieve this? Can carefully and thoughtfully constructed lesson plans be a vehicle for more effective teaching and learning? Can lesson planning help teachers be more reflective in their teaching? How would a lesson plan look if it claimed to help teachers to be more reflective and to learn from their day to day experiences? Furthermore, how would teachers be able to use lesson planning for action research? What is action research? How will teachers have time to add to their already busy schedule more tasks concerning research, reflection, planning?

I will answer these questions knowing that questions and answers are inherently personal. Since the human brain is an organ that creates and constructs our individual reality, and since each one of us is unique in our understanding of our own creation, I can only hope that what I say resonates within the reality that you've created from your experience, thus finding commonalties with the positions that I've taken about the usefulness of this semantic map model for lesson planning.

6.2 Can Lesson Planning Aid Teacher Development?

I believe that it can. Teacher development is synonymous with self-awareness, albeit, a focused self-awareness. By placing emphasis on understanding one's own thinking about the concrete reality that occurs during the interactive classroom experience, the stage is set for greater understanding of one's own actions.

Purgason stated in her article on planning that there are two levels of planning, the how and the what. That's true, but I would add one category (not a level), and that category is why. To become more aware, we have to ask why. Participants in the conference workshop realized, when working through the process of understanding the five categories,[1] that the classroom interaction is vast and complex. Perhaps some didn't realize just how vast and complex it is until they had participated in the conference workshop. Trivializing the classroom interaction, or attempting to fit it into a template or closed model (the Tyler lesson planning model) is inherently counterproductive to teacher learning and student learning. Awareness of the complexity of the interactions among the global categories and what effects they have, is a beginning toward that awareness.

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[1] The original five global categories have changed to six. The conference participants didn't have the category 'action' to work with. Since change and transformation are inevitable, the number of global categories changed during the time I was writing this paper.

I made the analogy of the global categories to basic human survival requirements: love, food, and shelter. The attempt here is to find a beginning, or matrix that will emanate and support what flows from it -- each individual's sub-categories of planning considerations. These sub-categories will be unique in the sense that each teacher will have an individual understanding and awareness of what and how to participate in the classroom interaction based upon his or her world view and the sum of that individual's life experience. The sub-categories will manifest themselves in a certain array depending on the unique mix of the global categories, depending on the characteristics of each of the six global categories. I can't stress enough my idea that teaching and learning are creative acts that are unique to each participant, context, content, time, action, and purpose.

Freeman asked a very provocative question when I interviewed him: "Can we teach someone else to teach?" I add to that question: Is teaching something that we do to others or is it something that we do with others?[2] The idea that one person teaches another doesn't fit into my understanding of teaching and learning. Helping others to learn is a very subtle, creative process that isn't overt or forced. It is concerned with helping or assisting the learner to arrive at a new level of awareness about that which the learner is working to become aware of and ready to become aware of. Although I don't believe that one can teach another to teach, one person can help another to become aware of why they do what they do when they teach. All the emphasis is on the personal learning, and just as in the classroom interaction, the emphasis should be on the learning. The focus here is on process and transformation. What one is aware of today will be different tomorrow because of the eternal cycle of experiential learning.

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[2] There is a significant semantic difference between the verbs to teach and to learn. She teaches me. *She learns me. She teaches with me. She learns with me. She teaches it. She learns it. She teaches it to me. *She learns it to me. To teach is a transitive verb denoting action that is done one to the other.

6.3 Keys to Successful Use of This Framework

One could think of this large format model as a continuing self-education plan. Successful use of it for effective teaching, reflective teaching, action research, and teacher development depends on many interrelated and interlocking factors. First, there has to be time for the teacher to develop it. In many institutional settings, teachers are simply overworked. A full-time public school teacher teaches a minimum of twenty-five to thirty contact

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To learn is transitive with a direct object pronoun signifying something. If it is followed by a direct object pronoun denoting a person, it collates with 'with,' denoting the sense of a communal action.

hours per week. On top of those student contact hours are many other duties, including parent contact, department meetings, supervision of extracurricular activities, and, of course, preparation (lesson planning, etc.). Having been a public school teacher, I can ascertain that free time is precious.

The nature of the syllabus in a given setting, however, could make it easier to plan for the how and the what, and that is all that is expected. Time for personal growth and re-creation is limited or non-existent as there is usually no mechanism for institutions or peers to learn with each other and to learn from themselves in an organized manner. Since learning is fundamentally personal, and since one can't really teach another to teach, teachers many times remain isolated and encapsulated within their purposes and actions.

Teachers working with an institutionally mandated (e.g., structural) syllabus and teaching in a formulaic manner -- using plans over and over, year after year -- represent (in some circles) the apex of teaching. It could be said that they have 'finally learned how to teach.' It can be typical for teachers to reach plateaus, or as one could say, 'to know the answer.' Teachers (and others working in venues of high standardization) routinize their purposes and actions to the point that the deeper levels of creative learning and transformation, both for them and their students, may cease to exist. This state of routinization and automatization, where the product (as contrasted with process) of learning is paramount, can be seen as a state of maximum efficiency as well as a state of fossilization. Which state it is depends on the awareness and attitude of the individual. So, when time for lesson planning is at a minimum, this framework could be seen as more of a burden than an asset to already overworked teachers, who would rather have fewer planning tasks than more planning tasks.

On the other hand, the framework could conceivably help teachers gain declarative knowledge of that which has become subconscious and automatic. Similarly, certain teaching skills, like certain second language skills, become more automatic with practice and competence. Like a language, however, they can also become fossilized, a condition wherein no amount of practice or study seems to increase performance.[3] Although the same mechanisms that account for fossilization in second language acquisition may account for fossilized teacher thinking in awareness, I can only speculate as to its extent (refer to illustration 2.2.1, the ZPD and the recursive loop). However, this framework model could provide a platform from which one could semantically review current assumptions. The advantage of the large format is that it could hold a great deal of longitudinal and vertical information. This framework model helps teachers to comment and ask themselves: 'I tried that today and it worked. Why did I do that in the classroom?' This could help them to seek new understanding about themselves within their unique configuration of global categories, theories, and beliefs.

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[3] According to Long and Larsen-Freeman: "Thus, it is not always true that a language learner, given continued exposure to the TL [target language], will steadily grow in his or her master of the TL. Perhaps it is the case, as Corder suggests, that one the language learner's IL [interlanguage] grammar is sufficiently developed to enable the learner to communicate adequately for his or her purposes, the motivation to improve wanes.' (Larsen-Freeman, Long:60) Likewise, it is feasible that when a teacher can teach the lesson automatically, there may be little motivation to reflect, re-view, re-create, or re-vitalize purposes and actions in the classroom.

To be able to successfully use this framework presupposes that teaching and learning are not simple, formulaic actions; that teaching and learning are not the same as performing repetitive actions on a factory assembly line. To be willing to take the time to begin to plan and think with this framework model, one must believe that teaching can't be finally learned; that one can't believe that: yes, now I know how to teach; I've learned it. Teaching and learning are parts of the process of becoming aware of the world and constructing knowledge, awareness, attitudes, and skills from constantly changing experiences, and not a formulaic act to be merely learned.

In many teaching situations, to succeed (make a living, get along with others, not burn out, just to mention a few criteria that may be part of success) and to survive the immense workload imposed on teachers by the institutions and society, one may not need to be fully aware of all implications of teaching and learning as I understand them. It may be that one will 'fit in better' with a distinct lack of awareness and willingness to 'go with the flow' of societal, community, and institutional pressures. It seems that many educational institutions resist change as a matter of policy, shunning individuals who attempt to bring in new ideas, greater awareness, or promote a change in perceptions and awareness. The clash of world views expressed by this situation indicates that each institution is a distinct discourse community. Communication with the members of that discourse community is most successful with other cooperating members. Pressure is put on outsiders to internalize the beliefs, rhythm, and act-sequences of the community.

So, in this scenario, one can easily understand that teachers who might be advocates for expanding personal awareness might acquiesce and be transformed by environmental pressures of the discourse community in which they work. That is to say, one can't be overtly taught to teach, but one can, by definition of the experiential model, be subsumed, to a lesser or greater degree, by the discourse community. This again highlights the notion that learning has a very powerful social aspect to it. Perhaps the framework, being an instrument for recording teacher thinking, in many ways and on many levels, will help teachers become more aware of how, what and why they teach in conjunction with aiding research on teachers' thinking. It follows that:

> Continued study of the planning behavior of teachers might be more profitable if researches [and teachers, themselves] shift to longitudinal designs and a cognitive-developmental framework instead of continuing to accumulate descriptions of the planning of experienced teachers (Clark and Peterson:268).

As Paula Golombek has stated on this topic:

> What do ESL teachers need to know to be effective teachers? What constitutes appropriate teachers' knowledge depends on how teachers' knowledge is conceptualized. The problem is that traditional research on teachers' thinking has focused on teachers' knowledge as external to the teacher and has attempted to qualify and categorize what the teacher needs to know. Such an approach to teacher's knowledge, furthermore, is based on specific assumptions about what constitutes valid knowledge and how teachers should be valued as knowers (i.e., the knowledge that is closest to science of a theoretician is more valued than that of a practitioner). Thus, attempts to create a knowledge base for teachers to legitimize the field of ESL and to professionalize teaching asserts to a paternalistic relationship between researcher and the teacher because the former claims to be detached and neutral from the object studied and to know what is best for teachers, even though both the research and subject are socially situated. In this sense, teachers' knowledge is give to teachers by outside authorities. Yet, this approach fails to acknowledge the teacher as a thinking person and support the view that teaching is "behavioral, acontextual, and non-personal " (Freeman, 1991, P. 3). (Paula Golombek: 404,405)

I assert that the semantic map lesson planning framework will support teachers in their search for personal development, thus, as Ms. Golombek has stated, "putting teachers back into teachers' knowledge."

The comments made by the Sandanona Conference workshop participants support this point. During the workshop, I found that the participants were profoundly engaged in the topic of teacher thinking and lesson planning in general and in their own specific thinking. The examples below illustrate this quite well. The were commenting about insight, place (space) to think and plan, looking at the "hows" and "whys," of visualizing the big picture. These are from the sentence completion number two. I think this framework has potential to help teachers because...

(4) The big picture is present; everything is possible; creativity abounds.

(7) It gives teachers a good place to think, a place to justify what they are doing, a place to plan.

(11) That it gets teachers thinking about lesson planning process. The handouts are extensive so I can continue these insights in my teaching. It's fun to see how others do lesson planning. I can borrow techniques that I like. I love the big paper! By comparison, I can see how I do lesson plans. I really like the broad, five categories. Loved the music.

(19) It allows the teacher to get a clear picture of what can be accomplished, looking also at the "hows" and the "whys."

(20) It reminds me visually of the big picture.

Sentence completion concerning the strengths of the framework verified my idea that teachers are unconsciously constricted by planning with a small piece of paper. My notion that we need a paradigmatic shift in the space to plan came through loud and clear. Again, sentence completion number The strengths of this framework are...

(10) Its exhaustiveness. It encourages reflection and it's globally detailed.

(19) That I was able to let my mind flow with no "pressure." I thought out the lesson from many angles. This is useful!!

These comments also speak not only to the need for space to plan but a realization and new awareness of the complexity of a classroom interaction. Are teachers interested in trying this idea to help them in their work? The answer, for some, is an emphatic yes. After being introduced to the semantic map model, they became more aware of the possibilities of personalized learning. Here, again, are responses to question number five: I will/might/won't try to use this framework later.

(10) Will...in teacher training.

(11) I'll definitely try this out.

(12)...Might...I am ridiculously resistant to change, but I see this as a way of for thinking explicitly about my teaching. Perhaps by setting up a skeleton framework and then filling in the details for each lesson, I would be able to avoid the difficulty of sitting in front of a blank computer screen for hours, trying to figure out what I want to do.

(13) Yes. I like keeping all my important issues in sight. I think (as I think you intended) that I will adapt it to my own style of planning.

It is very satisfying to read that participants will use this semantic map framework for teacher training (re: 10) because this is one of the premises of the framework, i.e., that it can be used for teacher development. In response 12 (above), the participant understands that one of the purposes of this framework, as I have stated many times, is for teachers to think about and become more aware of their own thinking. Getting these unsolicited responses to the sentence completion again verifies my intuition and awareness that this model of lesson planning will help teachers.

The final sentence completion, This workshop provoked thoughts about..., stimulated some very incisive comments about teaching, learning, and planning.

(9) The immense realm that teaching interacts with and [that a teacher] has to keep in mind to produce successful and sensitive lessons.

(13) How I plan; what I include. Why I plan the way I do. How I can make my planning and hence my teaching more effective and efficient.

(19) The benefits of thinking about one's lesson plans deeply and from different perspectives. I'd like to talk to you about it more.

(20) Where I will be teaching, how I can work with this framework, and how much thinking I need to do.

6.4 Final Conclusions and Possibilities

I believe that this framework model, if used through a span of time, e.g., one year or longer, will support teacher development, which in turn can support effective teaching and teachers' research. Teachers' research, or action research as it is sometimes called, is similar and parallel to reflective teaching. The difference wouldn't be in the intent, i.e., to become more aware of oneself as teacher and learner, but in the decision to share this growth of awareness and understanding as a paper for publication. Part of the rationale of this paper is to propose that teachers don't necessarily need to depend on experts and researchers to tell them what, how, and why they do the things they do in the classroom. They can find out for themselves in their own classrooms, learning experientially with this semantic map model for lesson planning.

There are several ways to organize and store the large sheets of paper. One could place many large pieces of paper on newspaper sticks (found on newspaper racks in a library) or on commercially available clamps for construction blueprints. Teachers' planning rooms and teachers' offices could have racks installed to accommodate them. In this way, teachers could learn from their own teaching, and, through peer discussions, learn from the insights of their colleagues. Since learning is a community endeavor, I recommend that teachers initiate peer study groups to support each other in their research and reflection.

I posit that this model framework for lesson planning supports the following points:

(1) To explore teacher thinking.

(2) To share ideas in the professional area of practices and preparation.

(3) To become more effective teachers through more effective planning.

(4) To gain self-knowledge.

(5) To gain self-awareness.

(6) To gain awareness of teacher thought processes.

(7) To be a more reflective teacher.

(8) To gain declarative knowledge of teacher thinking and planning.

(9) To help to discover beliefs and theories in action and how they translate to learning outcomes.

(10) To help teacher security with control of the lesson elements and content to the extent that they can be controlled.

(11) To help teacher spontaneity.

(12) To provide a "thick" record of teacher thinking.

(13) To provide self-scaffolding for isolated teachers.

(14) To provided concrete data for action research.

(15) To provided the space, i.e., large format, for teacher development.

(16) To provide a framework for visual prompts for teacher thinking and planning.

(17) To help teachers think of lessons as a continuum, as a future-oriented script for the concrete experience that is the lesson, the inter-action, inner-action with others. One aspect of this corresponds to "as-built" plans in construction.

(18) To help understand the lesson plan as a map of teacher thinking and the underlying beliefs and theories.

(19) To have a space available for student input in the lesson through use of the large format.

This model framework, used in conjunction with peer observation, audio and video taping, written reflection and research, will promote teacher development, teacher research, reflective teaching and more effective teaching. Furthermore, each one of you can develop, from your uniquely created and personal perspective on teaching and learning, more ideas for the usefulness of this semantic map lesson planning framework.

LIST OF ILLUSTRATIONS

Fig. 1.3.1-- Descriptions of the Major Categories
in the Cognitive Domain. Bloom, 1956 (Mager:20)

1. **Knowledge.** Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

2. **Comprehension.** Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

3. **Application.** Application refers to the ability to use learned material in new and concrete situations. This may include the applications of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this require a high level of understanding than those under comprehension.

4. **Analysis.** Analysis refers to the ability to break known material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because an understanding of both the contents and of the structural form of the material are required.

5. **Synthesis.** Synthesis refers to the ability to put part together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan or operation (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation on a new pattern or structure.

6. **Evaluation.** Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal

Fig. 1.3.1 (Cont.) -- Descriptions of the Major Categories in the Cognitive Domain. Bloom, 1956 (Mager:20)

criteria (organizational) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

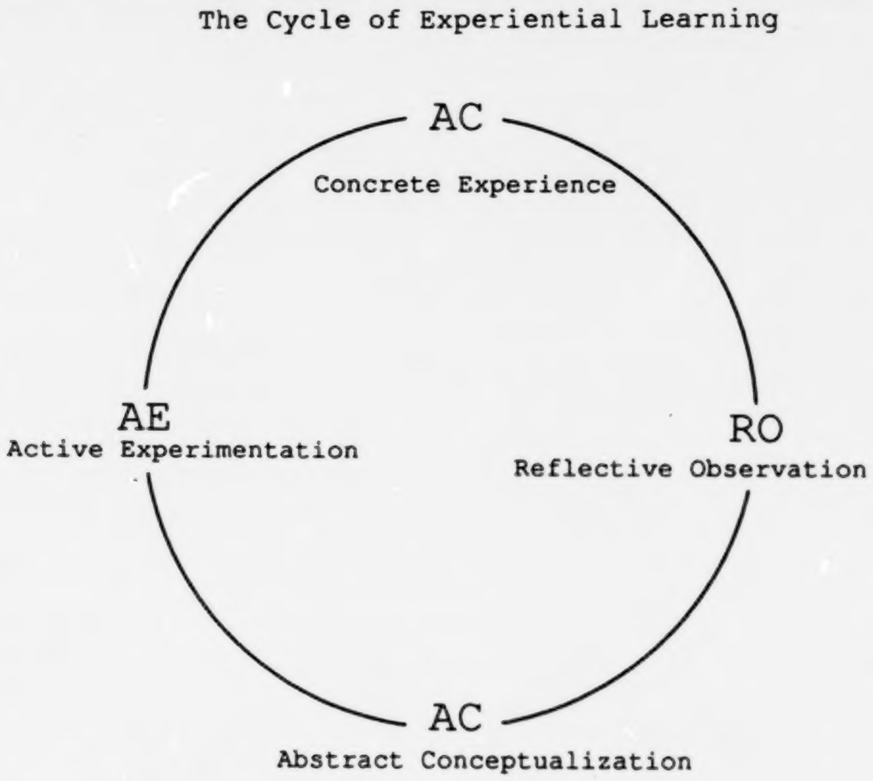
Fig. 1.3.2-- Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy (Mager:21).

Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learning Outcomes
Knowledge	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states
Comprehension	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes
Application	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Analysis	Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides
Synthesis	Categorizes, combines, compiles, composes, relates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganized, revises, rewrites, summarizes, tells, writes
Evaluation	Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports

Fig. 1.3.3-- Education 551 -- CURRICULUM IN THE CONTEMPORARY SCHOOL. First page of class syllabus. (1976)

General Instructional Objective	**Sample of Specific Desired Behavior**	**Appropriate Practice**	**Evaluation**
Identifies aspect of accountability	Differentiates between behavioral and non-behavioral objectives	Completes programmed text, Preparing Instructional Objectives	Completes the 44 item test without more that 7 errors
	Construct specific behavioral objectives	Practices with small groups construct objectives which all members of the group agree are stated behaviorally	Constructs without assistance 10 specific objectives which are judged by the class to meet predetermined criteria
	Recognizes principles of preparing test items	Finds examples of major principles in standardized test	Differentiates accurately between 20 items with gross violations of principles in "home made" tests and 10 items from standardized tests
	Synthesizes the trends to behavioral objectives in accountability proposals	Reports to class recent legislation or other calls for accountability	Lists at least 7 indicators of a trend toward accountability in curriculum
	Evaluates the appropriateness of strategies for materials well as strategies for emphasis on the developmental level	Analyzes curriculum materials designed for training and other materials designed for inquiry	Constructs and tests a continuum reflecting training developmental objectives

Fig. 1.5.1-- The Experiential Learning Model.


The Cycle of Experiential Learning

AC
Concrete Experience
AE
Active Experimentation
RO
Reflective Observation
AC
Abstract Conceptualization

Learning is the process whereby knowledge is created through the transformation of experience. This definition emphasizes several critical aspects of the learning process as viewed from the experiential perspective. First is the emphasis on the process of adaptation and learning as opposed to content or outcomes. Second is that knowledge is a transformational process, being continuously created and recreated, not an independent entity to be acquired or transmitted. Third, learning transforms experience in both its objective and subjective forms. Finally, to understand learning, we must understand the nature of knowledge and vice versa. (Kolb:36)

Fig. 1.6.1-- Unit Lesson Plan for Senior High School English Class. (I am omitting materials lists, evaluations, and examples to save space.)

Biography, Autobiography, Resume Unit Overview

This unit of study has the broad conceptual base of non-fiction and biography. The students will be working on building a self-history, developing goals and creating a working resume. From the literature of the biography and the autobiography, they will begin to form a definition of who they are. They will use the terms -- goal, achievement, and success. These terms, used contextually with the characters of biographies and the lives of the students, will help them to see themselves as one person among many. I hope that they become aware that working with the abilities and luck we have, we try to create a meaningful life for ourselves. Reading literature helps to connect students to one another, to the past, and to the future. Using the resume as a tool, the students will identify their goals, summarize their achievements, and use it for a job search. This aspect of the unit is practical and very valuable for the students.

CONTENTS

1. Conceptual overview -- graphic. 2. Instructional objectives. 3. Teaching methods. 4. Evaluation techniques. 5. Grading charts. 6. Book list. 7. Materials list. 8. Schedules. 9. Outside resources.

INSTRUCTIONAL OBJECTIVES

1. Knows terms:
    a) defines terms/vocabulary;
    b) identifies examples from a selection of books;
    c) uses terms/vocabulary correctly in written and oral work.
2. Writes personal history into a short paragraph;
    a) outlines achievements, locations and events;
    b) organizes achievements locations and events;
    c) interprets events, e.g., good, bad, etc.
    d) identifies personal goals;
    e) relates goals to achievements;
    f) composes resume
3. Speaks to the class about products of group work:
    a) summarizes information generated in group discussions;
    b) explains method of discovery.
4. Listens attentively:
    a) chooses biography to read;
    b) asks questions when (s)he is confused;
    c) follows the directions given to the class.

Fig. 1.6.1 (Cont.) -- Unit Lesson Plan for Senior High School English Class. (I am omitting materials lists, evaluations, and examples to save space.)

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5. Demonstrates cooperative learning behavior in group work:
    - a) proposes ideas in the group;
    - b) serves as recorder of group ideas;
    - c) questions other members about their tasks if they lose touch with the flow of the ideas.
6. Judges the value of the biography by using established criteria:
    - a) compares value of the subject to their personal values;
    - b) contrasts value of the subject to their personal values.

Fig. 1.6.2-- Lesson notes from Adult Community ESL class (1991).

1. Language Experience story. Students create a story from their experience.
    - Students read the story from yesterday.
    - Students choose a theme using the whole group.
    - Students choose some experience for the story.
    - Students work with partners to come up with the text.
    - Students dictate and teacher writes.
    - We read the story as a class.
2. Review of the kitchen props.
    - Students review the kitchen props...teacher models...students perform.
    - Students write some 6 sentences using the model. This is a .... This is for.......
3. Circle the right person and interview.
    - Students circle the right person.
    - Students interview a person.
    - Students tell who the person is and what they like.
4. Bingo with the kitchen articles.
5. Job talk.

Fig. 1.6.3-- Lesson Plan for Curriculum Design for California Human Development Corporation. (1993)

Related competencies: Banking and Post Office, Basic Math, Work, Directions and Transportation, Community Resources.

TELECOMMUNICATIONS ISSUES
THE PAY PHONE...Level 1

Lesson Objectives	MATERIALS	METHODS	Evaluation, Activities
Students: 1) **Recognize** the different U.S. coins. 2) **Describe** the different U.S. coins in terms of size. 3) **Identify** the different U.S coins in terms of value. 4) **Add** the sum of the coins on the work sheet. 5) **Write** the value of the coins in words. 6) **Name** the parts of the phone using the picture. 7) **Match** vocabulary on the map for locations of pay phones. 8) **Demonstrate** competence in simulating a pay phone call. 9) **Arrange** the sentences on the sentence chart in the correct order. 10) **Differentiate** among the four directions, north, south, east and west. 11) Follow directions on the map.	1) Overhead Projector (OHP). 2) Contemporary's MATH SKILLS THAT WORK pg. 6&7 3) TELE-FUN! by The Cambodian Family. Pg. 2-19 4) Drawing of telephone 5) Map work sheet 6) PICTURE STORIES BY Longman 7) Vocabulary work sheet. 8) Sentence wall chart. 9)Oxford Picture Dictionaries 10) Spanish/English dictionaries	Warm up...Students: 1) name the different coins and bills 2) tell the sizes of the different coins 3) identify the different coins in terms of value 4) work on the work sheet 5) Using the OHP, students tell the answers that they have **Introduction...** Ask these questions: 1) Has anyone used a pay phone? 2) Where can you find a pay phone? 3) What do you say to ask directions to the nearest pay phone? 4) How much does it cost to use a pay phone? 5) What are the combinations of coins you need to use a pay phone? State: Today we are going to work in groups. What do we need to be successful when we work in groups? --Share materials --Share knowledge --Give and listen to opinions --Everyone speaks **Guided practice...** Using TELE-FUN!, begin to go through the lesson utilizing the transparencies, the sentence charts and the pictures. This lesson has many different activities for the beginning level. Work in the map by using it to talk about directions, i.e., north, block, corner. **Independent practice...** Students make a pay phone call and report to the class the following: 1) Where was the pay phone? Example...On the corner, by the park. 2) How did they find it? 3) Describe the sequence of the actions 4) Who they called? 5) Were the any problems?	Students: 1) Identify common U.S. coin values and sizes. 2) Add different combinations coins using a combinations of real coins and the work sheet 3) Write the names of the coins and their values demonstrating knowledge of using a pay phone 5) Place the sentence strips in the correct order suing the sentence chart. 6) Game: In partners, students follow directions on the map to find pay phones in different locations. 7) Game: Using cards with the English and Spanish vocabulary, the students play concentration.

Fig. 2.2.1-- The Four stages of the ZPD. (Tharp & Gallimore:35)

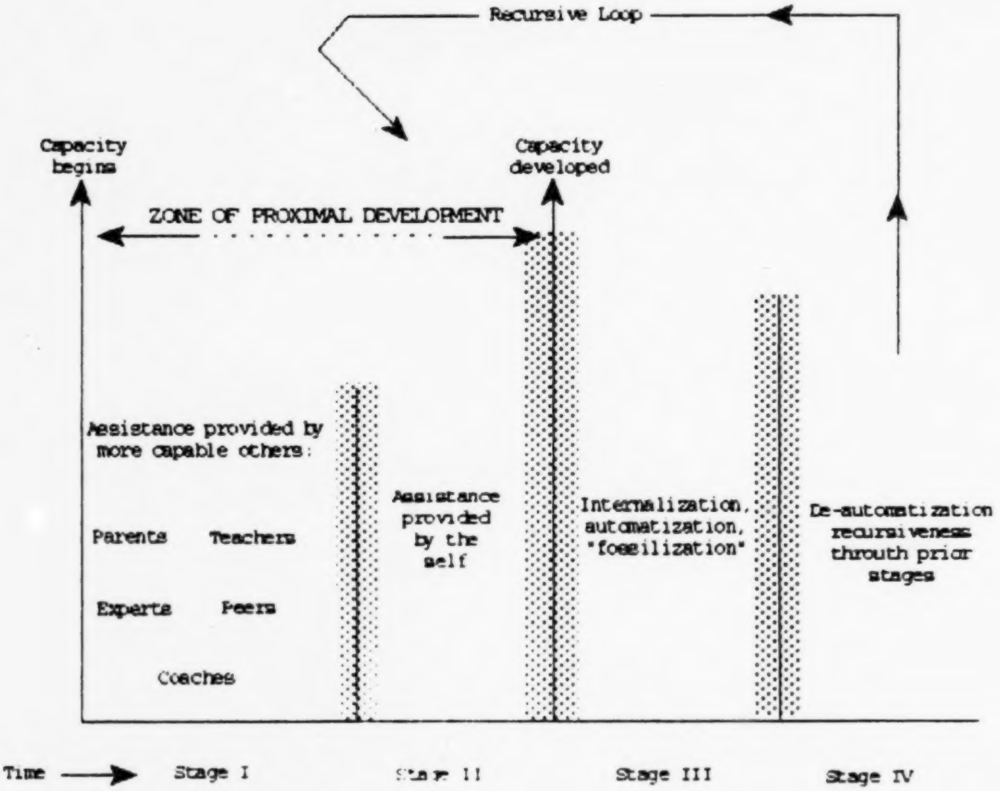
Recursive Loop
Capacity begins
Capacity developed
ZONE OF PROXIMAL DEVELOPMENT
Assistance provided by more capable others:
Parents
Teachers
Experts
Peers
Coaches
Assistance provided by the self
Internalization, automatization, "fossilization"
De-automatization recursiveness throuth prior stages
Time
Stage I
Stage II
Stage III
Stage IV

Fig. 2.3.1-- Mission (curriculum) Statement. A Northern California school district (1991).

Thinking -- We believe that students must develop an ability to...	• think creatively. • generate, analyze, synthesize, and evaluate ideas. • make informed decisions.
Adaptability -- We believe that students must...	• be able to adapt to new situations, disappointments, and stress. • have the freedom and courage to take risks and work with the results. • recognize that obstacles are opportunities in disguise.
Applied Education -- We believe that students must be able to...	• take responsibility for seeing tasks through to completion. • derive enjoyment from and take pride in the activities of daily life. • understand leisure time as recreation. • experience learning as related to their own lives.
Foundation Education -- We believe that students must be able to...	• develop problem solving approaches for use throughout life. • process information. • achieve technological literacy. • read, write, listen, and speak clearly. • understand and apply mathematical concepts. • discover and use their own artistic abilities. • recognize the value of all artistic expression.

Fig. 2.3.1 (Cont.) -- Mission (curriculum) Statement. A Northern California school district (1991).

Human Interaction -- We believe that students must...	• understand the dynamics of effective human interaction. • develop support skills for families of the future. • be able to work cooperatively as caring and compassionate individuals. • develop non-verbal and intuitive communication. • understand the power of words. • understand the richness of language(s).
Individual Growth -- We believe that students must be empowered to...	• value themselves, their skills, knowledge and abilities. • strive to attain their highest individual potential. • value the importance of reflection and contemplation. • value their natural curiosity and enthusiasm for learning. • value wellness in mind and body.
Global Citizenship -- We believe that students must value...	• their personal liberty while respecting the rights of others. • their responsibilities as global citizens. • the diversity of cultures. • the importance of ecological, social, economic and political interdependence.

Fig. 2.4.1-- Lesson plan for pronunciation (1993).

This lesson concerns the vowel sounds /ey/, / ɛ/ and /æ/. It was planned with one student in mind but it can be used in a larger context. It was made for Spanish speaking students but it could be used with speakers of other languages.

Presentation

Objectives	Methods	Activities	Evaluation
Student 1. listens to the three sounds 2. articulates the three sounds 3. chooses 3-5 words of each sound to work with 4. knows meaning of the words in context 5. constructs a sentence with the target words	Teacher 1. introduces the sounds in the context of some words. 2. models the correct sound 3. directs students to choose words 4. directs students to verify meaning by translation 5. directs student to construct sentence with target words	Student and teacher 1. play with the sounds and the words in the context of sentences. Student chooses from the available words or chooses different words with the target sound	Teacher 1. notes the quality of the target sounds 2. tapes the speech of the student early to use in later comparisons Students 1. monitors and evaluates his/her own sound production

Practice

Objectives	Methods	Activities	Evaluation
Student, within the boundaries of whole language teaching 1. makes the target sounds as many times as possible within the comfort zone 2. generates grammatical sentences 3. generates acceptable English stress patterns within the sentences 4. practices vowel and word reduction 5. practices correct pitch	Teacher 1. monitors student making acceptable vowels 2. models correct sounds 3. models correct stress, vowel and word reduction 4. models correct pitch control 5. brings to the students attention the ramifications of the supra segmental aspect of English 6. depends on oral/aural whenever possible to teach sounds, pitch, stress 7. uses humor whenever possible in the sentences to bring in the aspect of acculturation.	Student and teacher 1. Play and work with the sentences in a conversation-like tone. It is important to use real language, real-sounding speech, in language with real meaning. 2. work with minimal pairs of the target sounds 3. generate sentences using the target words 4. reciprocal dictation: The teacher reads the dictation to the students, then, the student reads the dictation to the teacher. With two or more students, they can read to each other	Teacher 1. monitors student production of sound, stress, reduction, and pitch 2. corrects unobtrusively when it is appropriate. Student 1. monitors own speech

Use

Objectives	Methods	Activities	Evaluation
Student 1. develops inner criteria for correct usage 2. speaks with more confidence 3. develops meta-language to talk about the process of speech and language development	Teacher 1. explains linguistic terms when appropriate 2. suggests further practice 3. answers any questions generated but the lesson 4. tapes student in normal conversation to use for further lessons	Student and teacher 1. talk about the target words, sounds, 2. talk about the students life 3. tell jokes 4. talk about sports, etc.	Teacher 1. listens and evaluates students speech for future lessons 2. make a speech profile Student 1. self-evaluates quality of language production by listening to tape

Fig. 2.4.21-- Small Format Framework for Lesson Planning: Yesterday, Today, Tomorrow (1993).

Class information: Beginning Ss; class size 14, Adult, Spanish-speaking. Education level 3-6.
Teacher: Williams
Lesson: What will you do Tomorrow
Date: 11/11/93 -- 2 hr. lesson

Topic: Time, dates, future

Competencies: (1) telling time (2) meal time (3) calendars, years - months - days, numbers

TEACHER CENTERED ACTIVITIES

Presentation time: 20 min.

In English, to be able: 1 to tell time 2 to name days, months, year 3 to name meals 4 to demonstrate understanding and use of (a) simple present tense, and (b) simple past tense 5 to tell time of day	1 Review with Ss the concepts in the learner objectives. Ask these questions: a What time is it now? b What day is it? c What year is it? d. What day was yesterday? e What did you eat yesterday morning? f What did you eat yesterday noon? g What did you eat yesterday night? h What time did you eat dinner? 2. Move this down to practice with Ss in pairs asking the Questions. Write the questions on the board and translate if necessary.	In conjunction with cultural notes, Ss answer questions and talk about their customs at meal time, i.e., what they eat in their country.	Teacher monitors and reviews telling time, month, day year, meals, etc.	1. Clock blank work sheet 2. Blank calendar 3. A current calendar 4. Vocabulary list (blank) 5. Paper 6. Grammar worksheet

Practice time: 45 min.

1 to demonstrate knowledge and awareness of time in English, year, day, months 2 To use simple past and simple present in conversation about time and meals.	1 Hand out work sheet 2 Explain items 3 Make a sentence for practice 4 Write on the board: I ______________ at 6 AM every day I _____________ at 6 AM yesterday. I _____________ at 6 AM tomorrow. Use explanation if necessary.	1. Work in pairs or small groups to complete work sheet. 2. Make sentences orally and in writing. 3. Think of new vocabulary.	Check Ss understanding by using incorrect structures... i.e., Yesterday, I will go... Tomorrow, I went...	

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Fig. 2.4.21, (Cont.) -- Small Format Framework for Lesson Planning: Yesterday, Today, Tomorrow (1993).

Use time: 45 min.

In a dialogue correctly use: 1. The simple past 2. The simple future 3. The simple present 4. To write a dialogue.	Monitor Ss in their groups of four as they work on producing a dialogue.	1. Work with card game. How many sentences can you make. 2. In a group of 4, write a dialogue. 3. Perform a dialogue using the three tenses.	Peer monitoring Reflection about what we learned today. Write a sentence or two using new structures.	1. 3 X 5 cards 2. Vocabulary game.

[illegible]	SPEAKING	[illegible]	[illegible]
- to teacher -to each other	-to each other -to teacher	- teacher at blackboard -Ss generated work -worksheet -vocabulary list -card game -dialogues -dictionary -calendars -clocks	-worksheets -dialogues -Ss writing on blackboard -Ss generated text -vocabulary list -journal for reflection

PRONUNCIATION	VOCABULARY	GRAMMAR	[illegible]	[illegible]
-Days of week -listen for vowels, especially back, low, mid...i.e., Monday	Yesterday, today, tomorrow, last year...noon, early, late, o'clock, etc. Ss generated vocabulary	1. Simple past, simple present, future. 2. Review and remediation of any structures that are causing trouble. 3. Provide functional language along with structures	1. Ss talk about meals, time, days, months, years, and other cultural information in English and notice the similarities and differences.	1. Talk to an English-speaking person and ask them about their meals. Remember or write it down and tell us about it in the next class.

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Fig. 2.4.22-- Working Lesson Notes from Lesson Plan: Yesterday, Today, Tomorrow (1993).

LESSON: Yesterday, Today, Tomorrow. 11-11-93 (2 hours)

This is the lesson script of a detailed lesson.

Background. [illegible]

Topics and competencies. [illegible]

I. Goal... [illegible]

II. Presentation (20+ minutes)

Objectives...Students; [illegible]

Activities: [illegible]

III. Practice (45 minutes)

Objectives...Students: [illegible]

Activities: [illegible]

IV. USE (45 minutes)

Objectives... [illegible]

Activities: [illegible]

V. REFLECTION (10 minutes)

Objectives... [illegible]

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Fig. 2.4.23-- Reflection Document as part of the lesson plan: Yesterday, Today, Tomorrow (1993).

Lesson analysis: ____________________

Factors that enhanced learning		Factors that hindered learning	
Intrinsic	Extrinsic	Intrinsic	Extrinsic

Ideas for solutions to the factors that hindered learning

Intrinsic	**Extrinsic**

Fig. 2.4.3-- Analysis by Purgason's Categories of Illustrations: 2.4.1, 2.4.21, 2.4.22, 2.4.23.

The possible answers are yes (y), no (n), mixed yes and no (mix), and unclear (uc).

Categories	2.4.1	2.4.21, ...2, ...3
1. Student needs define content?	uc	y
a. All activities clearly related to real world English usage?	uc	y
2. Content defined by real language use?	mix	mix
a. Authentic materials?	uc	y
b. Discourse beyond sentence level?	y	mix
c. Learners learning functions?	uc	y
d. Objective...proficiency in learner context?	mix	y
e. Learners "do" rather than "learn about?"	mix	y
3. Sound teaching and learning principles followed?	y	y
4. Lesson structured for maximum learning?	mix	y
a. Objectives defined?	y	y
b. Set activities to attain objectives?	y	y
c. Learners informed of objectives and understand how to do activities?	uc	y
d. Learners actively engaged -- time used efficiently for learning?	uc	y
e. Learner progress monitored	y	y
f. Appropriate feedback	y	y
5. Classroom atmosphere and interaction are positive?	y	y
a. teacher/Learner interaction?	y	y
b. teacher/Learner expect success?	uc	uc
c. learners gain satisfaction on a variety of levels...cognitive and personal?	y	y
6. Learning is learner centered?	y	y
a. Learners express own meaning?	uc	y

Fig. 2.4.3 (Cont.) -- Analysis by Purgason's Categories of Illustrations: 2.4.1, 2.4.21, 2.4.22, 2.4.23.

b. Learners active in their own learning. Teacher facilitates?	y	y
c. Learners encouraged to learn good language learning strategies?	mix	y
d. Autonomy is encouraged?	y	y
7. Activities reflect actual communication?	mix	mix
a. Information gap?	no	no
b. Choice of language content?	mix	mix
c. feedback: Learner self-evaluation?	y	y
8. Activities balance accuracy and fluency?	y	y
9. Activities encourage interaction, both between Learners and texts, and among Learners?	uc	y
10. Log considerations (reflections)?	y	y
11. Is there a general focus?	y	y
a. structures?	y	y
b. functions?	n	y
c. competencies, life skills?	n	y
d. study skills?	n	n
e. tasks (map reading, etc.)?	uc	uc
12. Constraints	n	n
a. Learner education levels?	n	n
b. Group size?	y	y
d. Age and cultural consideration?	uc	uc
e. language learning background?	uc	uc
13. Time of day of lesson?	y	y
g. Duration of lesson	uc	uc
h. physical conditions	n	n
14. Grouping considerations	y	y
a. variety of groupings considered?	y	y

Fig. 3.2.1-- Drawing of Framework Number One (1993).

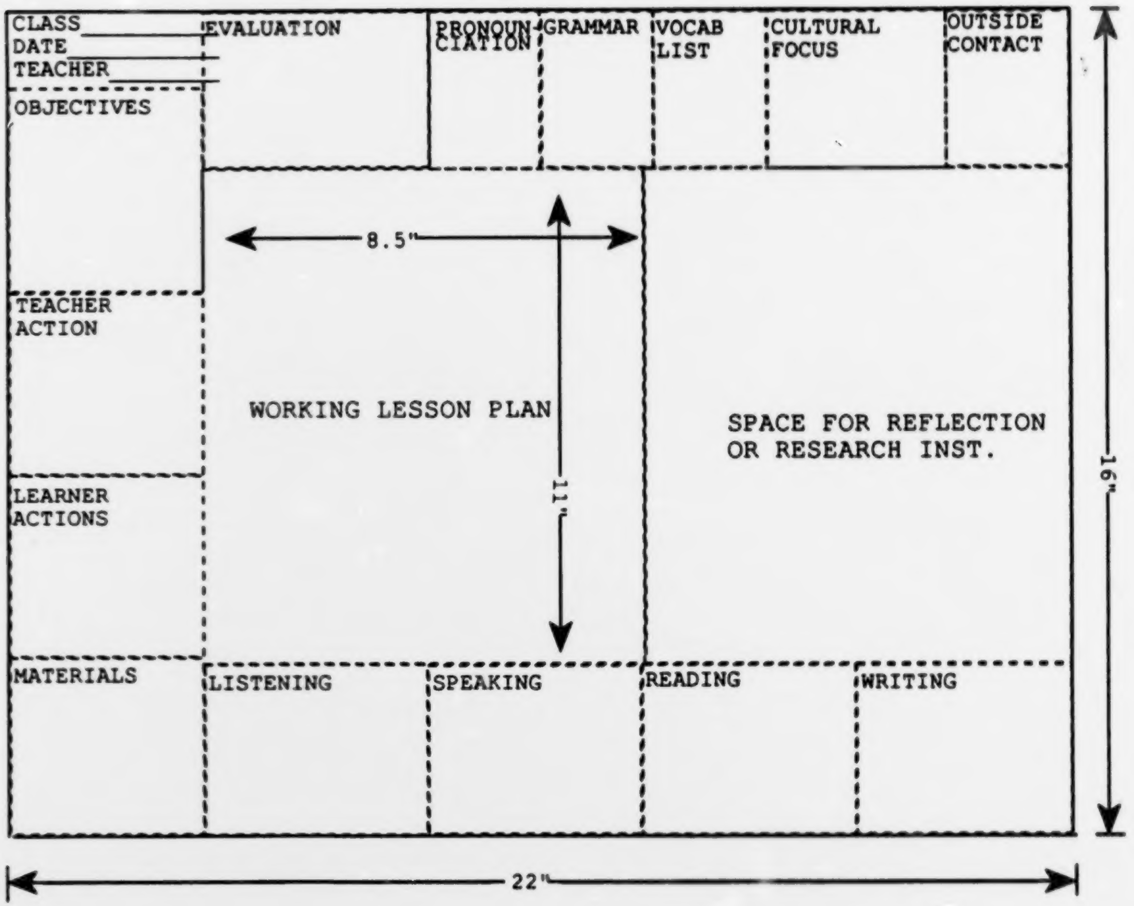
CLASS
DATE
TEACHER
EVALUATION
PRONOUNCIATION
GRAMMAR
VOCAB LIST
CULTURAL FOCUS
OUTSIDE CONTACT
OBJECTIVES
8.5"
TEACHER ACTION
WORKING LESSON PLAN
11"
SPACE FOR REFLECTION OR RESEARCH INST.
16"
LEARNER ACTIONS
MATERIALS
LISTENING
SPEAKING
READING
WRITING
22"

Fig. 3.2.2-- A Model of Teachers' Thought and Action. (Clark & Peterson:257)

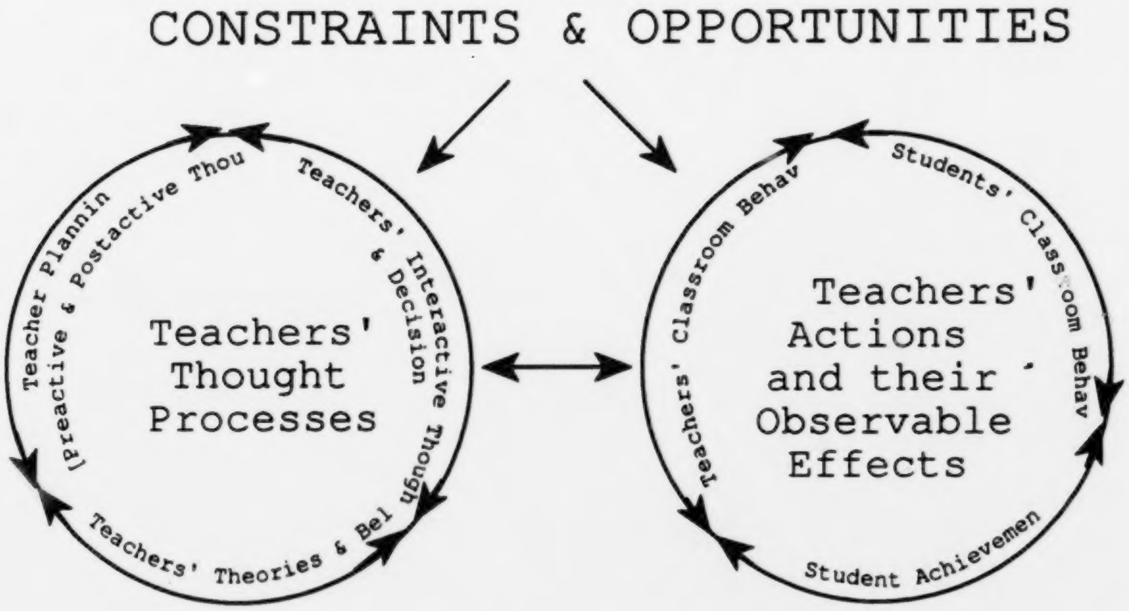
CONSTRAINTS & OPPORTUNITIES
Teachers' Thought Processes
Teacher Plannin
[Preactive & Postactive Thou
Teachers' Interactive Though & Decision
Teachers' Theories & Bel
Teachers' Actions and their Observable Effects
Teachers' Classroom Behav
Students' Classroom Behav
Student Achievemen

Fig 3.2.3-- Sub-categories for Lesson Planning. Framework Number One (1993).

Sub-categories: Framework number one.
1. Documentation. A label ...date, time, class, subject, etc.
2. Behavioral objectives, aims, goals for learners.
3. Considerations of teacher actions. Teacher activities.
4. Considerations of learner actions. Learner activities.
5. Evaluation
6. Materials
7. Four skills
8. Pronunciation
9. Grammar
10. Vocabulary
11. Cultural focus
12. Outside contact
13. Reflective instrument
14. Research instrument

Fig. 3.2.4-- Drawing of Framework Number Two (1993).

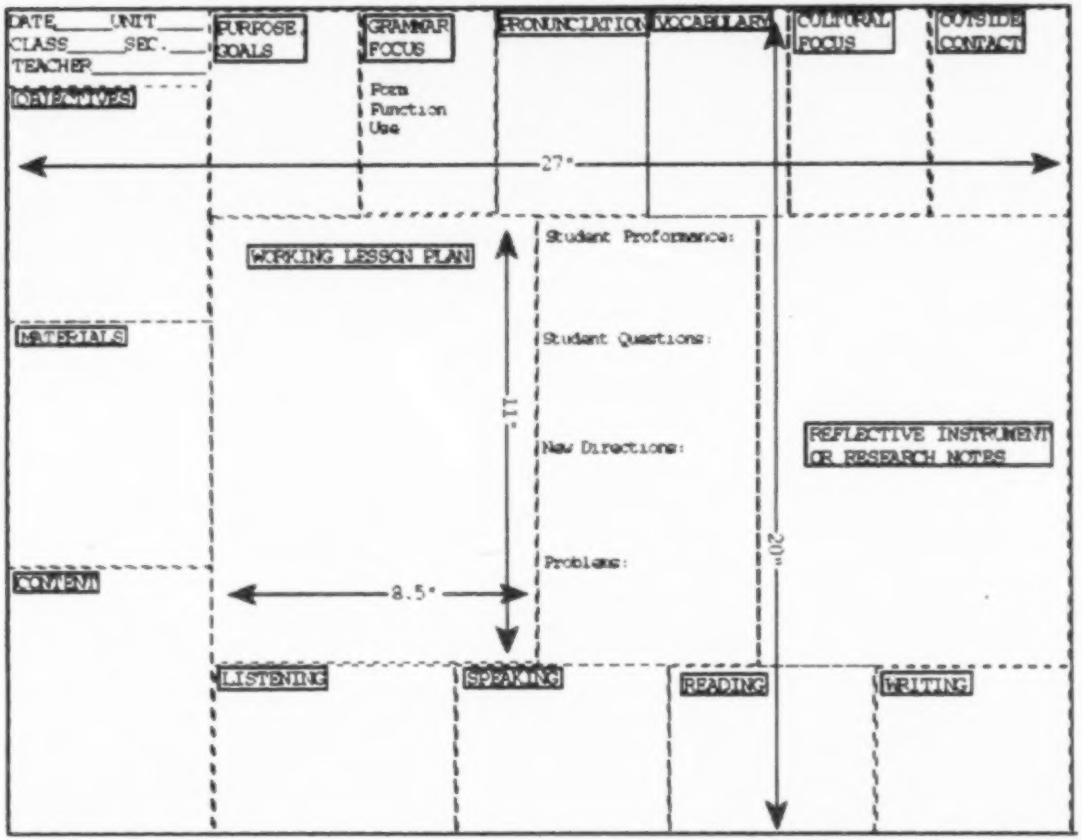
DATE____UNIT____
CLASS____SEC.____
TEACHER________
OBJECTIVES
PURPOSE GOALS
GRAMMAR FOCUS
Form
Function
Use
PRONUNCIATION
VOCABULARY
CULTURAL FOCUS
OUTSIDE CONTACT
27"
WORKING LESSON PLAN
Student Proformance:
Student Questions:
New Directions:
Problems:
MATERIALS
11"
REFLECTIVE INSTRUMENT OR RESEARCH NOTES
20"
CONTENT
8.5"
LISTENING
SPEAKING
READING
WRITING

Fig. 3.2.5-- Sub-categories for lesson planning. Framework Number Two (1993).

Sub-categories: Framework Number Two.
1. Documentation. A label ...date, time, class, subject, etc:
2. Behavioral objectives, aims, goals for the learners.
3. Considerations of teacher actions. Teacher activities.
4. Considerations of learner actions. Learner activities.
5. Evaluation
6. Materials
7. Four skills
8. Pronunciation
9. Grammar
10. Vocabulary
11. Cultural focus
12. Outside contact
13. Reflective instrument
14. Research instrument
15. Lesson sequencing, transitions, routines, considerations
16. Purpose of lesson, more of a curriculum statement that the objectives
17. Participant grouping consideration
18. Context considerations
19. More grammar considerations -- form, use, meaning.
20. Specific questions aimed at gathering input from learners.
21. Larger size paper.

Fig. 4.2.1-- Visual Representation of the Global Categories for Thinking and Planning.

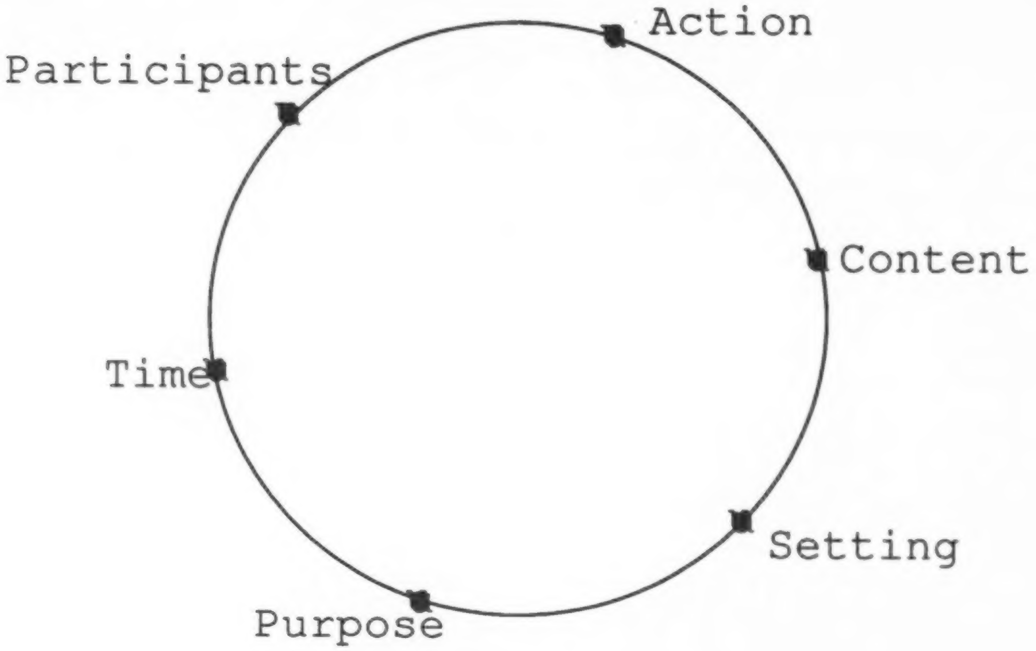
Action
Participants
Content
Time
Setting
Purpose

Fig. 4.3.1-- Model of Interactions and Relationships Among the Participants in Classroom Interactions.

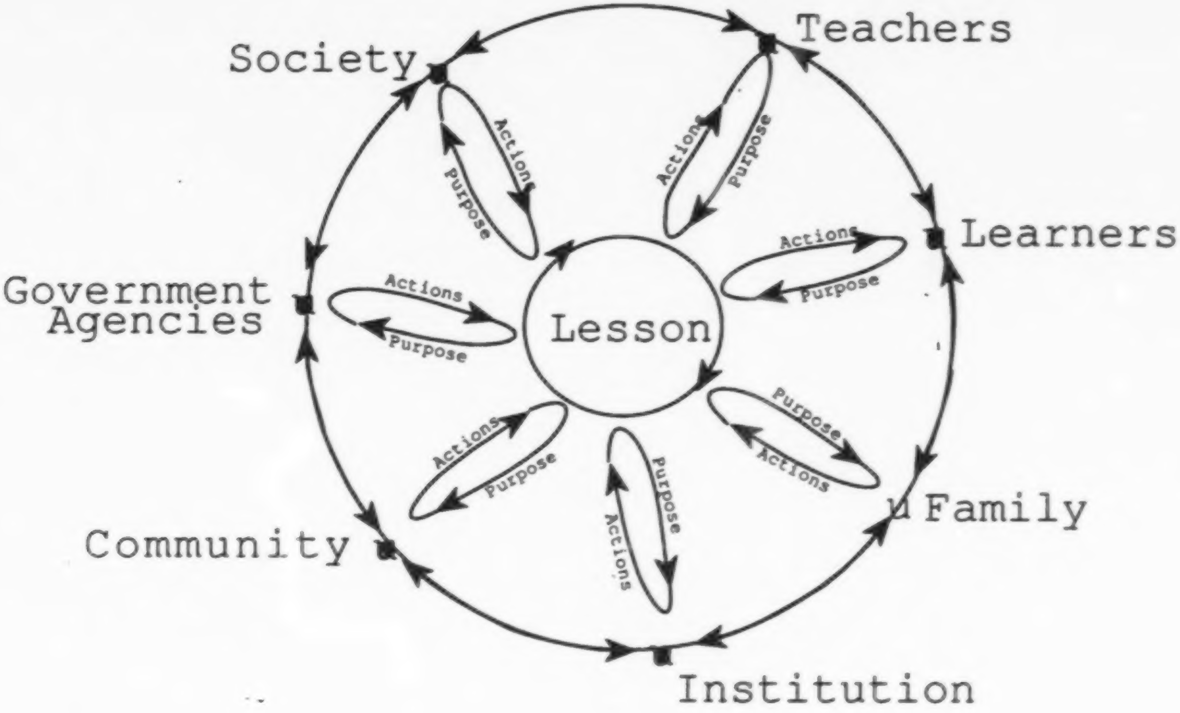
Society
Teachers
Learners
Government Agencies
Lesson
Family
Community
Institution
Actions
Purpose

Fig. 4.4.1-- The Visual Array of Language Course Content.

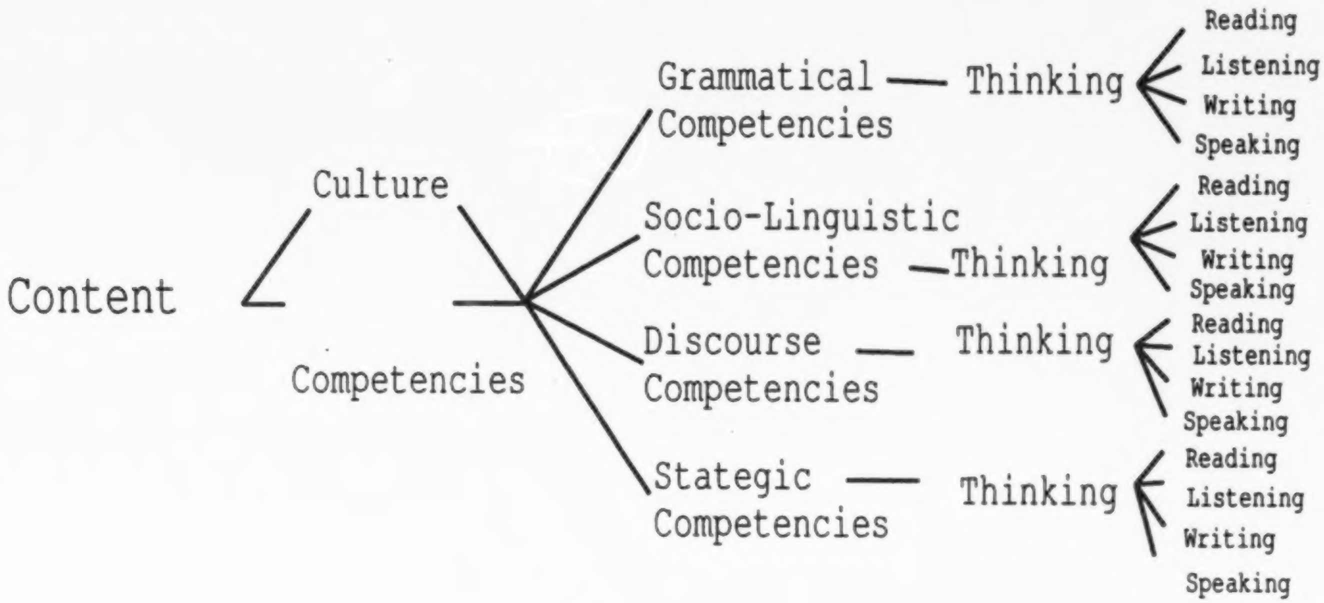
Content
Culture
Competencies
Grammatical Competencies
Thinking
Reading
Listening
Writing
Speaking
Socio-Linguistic Competencies
Thinking
Reading
Listening
Writing
Speaking
Discourse Competencies
Thinking
Reading
Listening
Writing
Speaking
Stategic Competencies
Thinking
Reading
Listening
Writing
Speaking

Figure 4.7.1-- Dangerfield: Sub-categories for Thinking and Planning.

Participants (Pa), Purposes (Pu), and Actions(A); Content(C); Time(T); Setting (S)

Sub-Categories: Dangerfield	**Categories**
1. Are there clear and explicit aims	Pu
a. Aims valid in terms of student needs?	Pu, Pa
b. Aims achievable by learners in time limit?	Pu, Pa, T,
c. Activities match aims?	A, Pu
2. Are there procedures for achieving aims?	A, Pu
a. Activities match procedures?	A
b. Are activities sequences considered?	A, T
c. Materials accounted for?	C
d. Is there a variety of activities?	P, A
e. Is the lesson procedure presentation, practice, and use or some other sequence?	T, Pu, C
f. Is timing of activities accounted for?	T
3. Are there four skills considerations?	C
a. Is there a balance of the four skills?	C
b. Is teaching language structures considered?	C
c. Language functions are being taught?	C
d. Does the lesson consider pragmatics?	C
e. Is there a vocabulary focus?	C
f. Is there a focus on one aspect of the four skills, i.e., skimming, note-taking?	C
4. Does the lesson specify an interaction Pattern?	A, C, Pu
5. Are comments (reflection) a part of the lesson?	A, Pa, Pu
a. Lesson weakness? Strengths?	Pu, Pa
b. Alternate strategies?	Pu, A

Fig. 4.7.2-- Purgason: Sub-Categories for Thinking and Planning.

Participants (Pa), Purposes (Pu), and Actions(A); Content(C); Time(T); Setting (S)

Sub-Categories: Purgason.	**Categories**
1. Student needs define content?	Pu, C
a. All activities clearly related to real world English usage?	A, Pu, C
2. Content defined by real language use?	C, A, Pu
a. Authentic materials?	C
b. Discourse beyond sentence level?	C
c. Learners learning functions?	C, Pu
d. Objective...proficiency in learner context?	Pu, Pa, A
e. Learners "do" rather than "learn about?"	A, Pa, C
3. Sound teaching and learning principles followed?	Pu, Pa, C, A, T, S
4. Lesson structured for maximum learning?	Pu, A, Pa
a. Objectives defined?	Pu
b. Set activities to attain objectives?	Pu, A, C
c. Learners informed of objectives and understand how to do activities?	Pu, A, C
d. Learners actively engaged -- time used efficiently for learning?	T, A, Pu, C, Pa
e. Learner progress monitored	Pu, A, Pa
f. Appropriate feedback	Pu, A, Pa
5. Classroom atmosphere and interaction are positive?	Pa, Pu
a. Teacher/Learner interaction?	Pu, Pa, A
b. Teacher/Learner expect success?	Pu, A, Pa
c. Learners gain satisfaction on a variety of levels...cognitive and personal?	Pu, A, Pa
6. Learning is learner centered?	Pu, A, Pa
a. Learners express own meaning?	Pu, A, Pa
b. Learners active in their own learning. Teacher facilitates?	Pu, A, Pa
c. Learners encouraged to learn good language learning strategies?	Pu, A, Pa
d. Autonomy is encouraged?	Pu, A, Pa
7. Activities reflect actual communication?	C, A, Pu

Fig. 4.7.2 (Cont.) -- Purgason: Sub-Categories for Thinking and Planning.

a. Information gap?	C, Pu, A
b. Choice of language content?	C, Pu, A
c. Feedback: Learner self-evaluation?	Pu, A, Pa
8. Activities balance accuracy and fluency?	C, Pu
9. Activities encourage interaction, both between Learners and texts, and among Learners?	C, Pu, A, Pa
10. Log considerations (reflections)?	Pu
11. Is there a general focus?	Pu, C
a. Structures?	C
b. Functions?	C
c. Competencies, life skills?	C
d. Study skills?	C
e. Tasks (map reading, etc.)?	C
12. Constraints	Pu, A, Pa, C, T, S
a. Learner education levels?	Pa
b. Group size?	A, Pa
d. Age and cultural consideration?	Pa
e. Language learning background?	Pa
13. Time of day of lesson?	T
g. Duration of lesson	T
h. Physical conditions	S
14. Grouping considerations	Pa
a. Variety if groupings considered?	Pa, A

Fig 4.8.3-- Framework Number Two: Sub-Categories for Thinking and Planning.

Participants (Pa), Purposes (Pu), and Actions(A); Content(C); Time(T); Setting (S)

Sub-Categories: Framework Number Two.	**Categories**
1. Documentation. A label ...date, time, class, subject, etc.	Pu, C
2. Behavioral objectives, aims, goals for the Learners.	Pu
3. Considerations of teacher actions. Teacher activities.	Pu, A
4. Considerations of learner actions. Learner activities.	Pu, A, C
5. Evaluation	Pu, C
6. Materials	C
7. Four skills	C
8. Pronunciation	C
9. Grammar	C
10. Vocabulary	C
11. Cultural focus	C, Pu, Pa
12. Outside contact	C, Pu, Pa, S
13. Reflective instrument	Pu, C, Pa
14. Research instrument	Pu, C, A, Pa
15. Lesson sequencing, transitions, routines, considerations	T, A, Pu, C, Pa
16. Purpose of lesson. (More of a curriculum statement than the objectives.)	Pu
17. Participant grouping consideration	Pu, A, C, Pa
18. Context considerations	S, C, Pa
19. More grammar considerations -- form, use, meaning.	C, Pu,
20. Specific questions aimed at gathering input from learners.	Pu, A, Pa, C
21. Larger size paper.	Pu, C

Fig. 5.3.1-- Drawing of Framework used to plan Sandanona Conference Workshop (1994).

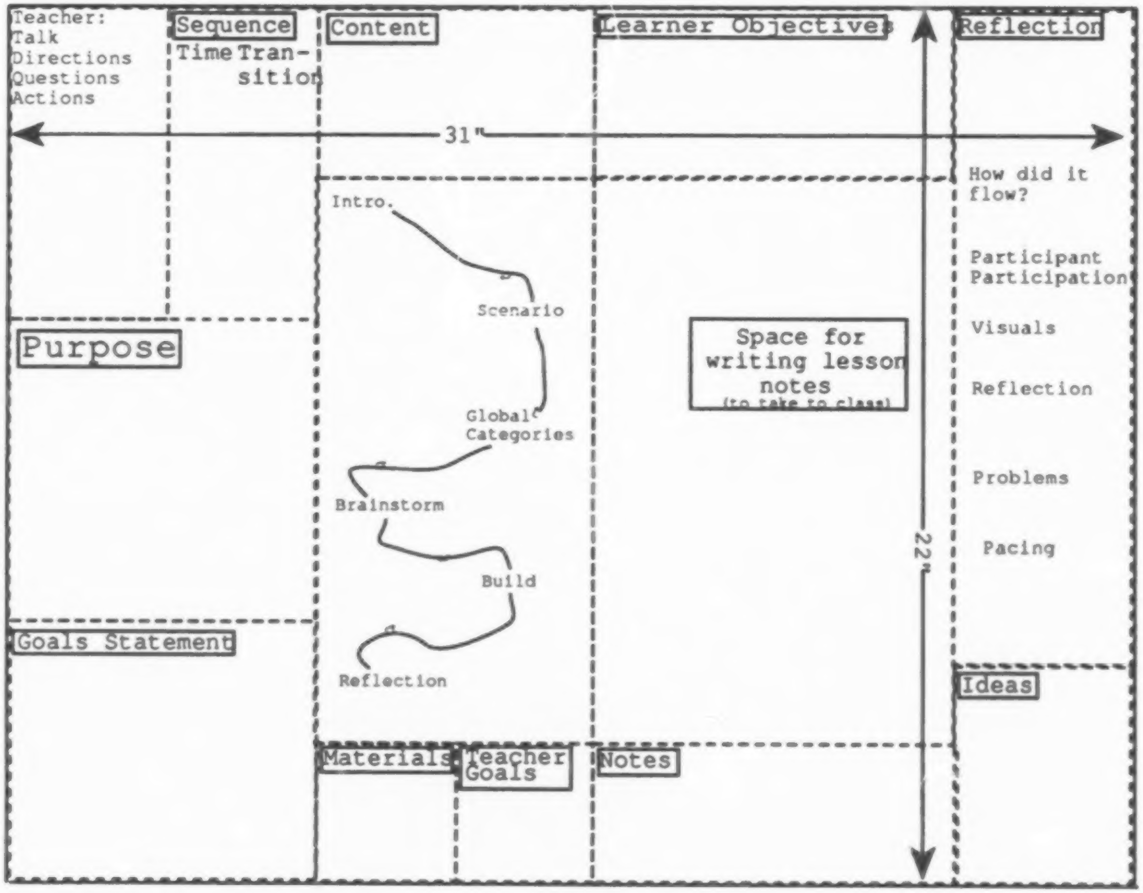
Teacher:
Talk
Directions
Questions
Actions
Sequence
Time
Tran-sition
Content
Learner Objectives
Reflection
31"
How did it flow?
Participant Participation
Visuals
Reflection
Problems
Pacing
Intro.
Scenario
Global Categories
Brainstorm
Build
Reflection
Purpose
Space for writing lesson notes (to take to class)
22"
Goals Statement
Ideas
Materials
Teacher Goals
Notes

Fig. 5.3.2-- Classroom Interaction Scenario from Sandanona Conference Workshop (1994).

Scenario...

> You have been teaching three weeks in a community school in a large city that is funded by a federal grant. The class is labeled ESL and is open to the general public. Eighteen intermediate students, who range in age from 18 to 47, are in your class. All are literate to varying degrees in their L1s that include Asian and European languages. The institution has a competency based syllabus and the institution is due to be evaluated by the government to get its grant renewed for the next three years. The director of the program insists that each teacher have documentation for each lesson. With the help of this documentation and corresponding ethnographic reports, the program director will make her case for a grant renewal. The topic for this week's lesson is finding an apartment. The functional emphasis is on polite requests and telephone talk The structural emphasis is on question formation. The class convenes in a public school classroom in the evening and is two hours long.

Brainstorm with a partner... (7 minutes to start...maybe more if needed). Keeping the global considerations in mind, write down all the sub- categories, topics and priorities that you consider to be important to plan this lesson. This is a workshop, so experiment, be exhaustive. Write these on the front of your large paper.

Fig. 5.3.3-- An assortment of sub-categories derived from the global categories. Presented at the Sandanona Conference Workshop.

Objectives, goals for learners	objectives, goals for teacher	Teacher actions -- questions, talk, directions
Learner questions	Reflection	groupings -- individual, whole class, pairs
Sequence, timing, space	Four skills -- reading, writing, speaking, listening	Pronunciation
Vocabulary, Lexicon	Cultural focus	Routines
Outside contacts	Skits, role plays	Grammar, structural
Syllabus considerations	Tasks	Notations, functions
Testing, assessment	Activities	Life skills,
Information gap	Feedback, and learner self-evaluation	Constraints
Time of day	Education levels and cultural background	Error correction
Peer observation	Institutional interference	Emotional problems with learners, gangs
Study skills	Drugs in class	Cultural conflict in class
Age of Students	Materials considerations	Audio visual considerations
Authentic materials	Learner autonomy	Meta-cognition
Flow and momentum	Are we having fun?	Social problems with the family
TOFEL test in two weeks	Learner participation	Learner initiative
Instrument for teacher research	Audio tape lesson for reflection	Learner purposes

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